



ILEA on wrong foot as another bitter Tyndale battle looms

by Mark Jackson

The disciplinary hearings against the William Tyndale Junior school teachers, which begin next week, show every sign of becoming a lengthy replay of the 14 week public inquiry into the breakdown of the school. The proceedings may go on until Christmas or beyond.

History has already repeated itself self-discomfortingly, for the Inner London Education authority at least, in the preliminary to the proceedings. As with its plans for the public inquiry last year, the authority has lost control over events and been forced to change its approach.

Five weeks ago a High Court judge, refusing to grant the teachers an injunction against the scheduled proceedings, agreed with the authority that it was urgent they should go ahead within the next three weeks. He rejected the teachers' argument that the authority was proposing to take on an improperly ambiguous role in the proceedings.

This week, at the fifth of a series of protracted procedural sessions—some dragging on into the evenings—Mr Gary Flather, the tribunal chairman, acceded to a plea from the Education Officer's representative that he should be separately represented by a lawyer, notwithstanding the rules of the Staff Code.

As the arrangements for the public inquiry last year, the authority had realised late in the day that it was involved not in a limited fact-finding "inquisitorial proceeding" but as a combatant in a legal battle. Mr George Andrews,

the senior administrator concerned, told Mr Flather: "I am in some doubt as to the role I am expected to play in presenting the complaint."

With the authority using a lawyer, Mr Andrews was forced to accept that it would consider the proceedings for the legal representation of the teachers, who are not being defended by the National Union of Teachers.

The authority has won two victories in the procedural tussle. One of them has already involved it in considerable embarrassment, the second promises to bring more serious problems.

Mr Flather has reluctantly agreed to its demand that the hearings should be in private, after sharply fending off an attempt by the school's sub-committee to take the decision out of its hands. The tribunal has also ruled that the Auld report on the public inquiry will be admitted as evidence, but has asked the ILEA, despite its protests to supply copies of all the inquiry documents to the teachers and the tribunal members, at a cost of £2,200.

The teachers are also asking the ILEA to produce copies of the documents which its chief politician witness at the inquiry, Mr Harvey Hinds, is since reported to have alleged were not shown to him by his officers.

With the report now being presented as the principal evidence against them, the teachers intend to challenge it virtually paragraph by paragraph, and to ask the tribunal to re-examine the material on which it is based. They intend to call about 30 witnesses.

Ulster staff face jobs crisis

The number of unemployed teachers in Northern Ireland increased by 42 per cent in the past year, the Department of Manpower Services announced last week. There are now 718 jobless teachers compared with 504 in September, 1975, 318 a year earlier and 260 in 1973. Two thirds of the unemployed are women.

The Northern Ireland region of the Union of Students in Ireland has called on the Minister for Education, Lord Melchett, to hold an immediate inquiry into what it describes as a "frightening" situation.

"The public have a right to know because the situation can only worsen in the future," the union said.

The Ulster Teachers Union will hold a special conference and the Irish National Teachers' Organisation and the National Association of Schoolmasters-Union of Women

Teachers have condemned the worsening unemployment. Although the figures show a serious deterioration, nobody accepts that they represent the true position. A meeting earlier this month between teacher unions, employers and the Department of Education reached agreement on a new system of monitoring teacher unemployment, including information about the qualifications and experience of the unemployed teachers.

The department said the objective was "to reach an agreed view of the true extent of the teacher unemployment problem, which is something we have never been able to do satisfactorily from the normal unemployment returns".

While the department has committed itself to monitoring teacher unemployment, it has not agreed to the further stage of matching the jobless teachers to vacancies in the schools as advocated by the Asso-

ciation of Northern Ireland Teachers and the Ulster Teachers Union. The latter called for a crash programme of unemployed teachers' subjects.

The Northern Ireland Committee of Teachers has a meeting to advise Lord Melchett on next September's intake of colleges. The department has a record 1,947 admitted to the colleges.

The proposed cut in the Northern Ireland student intake in 1977, at a time of the unemployment, is a blow to the union's policies on the right of unrestricted access to education and should be geared to better teacher-pupil ratios than protecting existing

It's national education week

National Education Week which starts on November 7 will be marked by meetings, motorcades and market place stalls. The Council for Educational Advance, which is sponsoring the week to demonstrate the importance of education and the need for more investment, has announced a list of activities to be held in towns and cities throughout the country.

The London borough of Haringey will have a motorcade through the streets. Harlow in Essex will see a stall in the market and an exhibition in the library. Festivals are circulating in Leeds where the education committee is asked to support open days in schools and colleges. Open meetings are planned for Dorking and Guildford, Surrey. The South East regional council of the NUT is joining with the CEA for a meeting at Central Hall, Westminster, on November 10.

Literacy drive diverts cash from other adult work—report

Adult literacy projects are starving other adult education courses of money, according to a report published this week.

The Adult Literacy Resource Agency says in a report on its first year's work that local authorities have complained that there is a danger of imbalance: the literacy classes have made serious inroads into other adult education provision. The very service to which those adults, having remedied their literacy inadequacies, might look is paradoxically being seriously endangered, the report says. The danger is becoming increasingly severe as more students move from individual tuition with volunteers to group tuition and classwork. While it is wholly proper that priority should be given to those who lack the basic skills necessary

to their educational development, it is a considerable concern that the additional funding to be almost wholly directed already depleted resources.

The report also says that adult literacy is not getting enough part in income. More than 55,000 adults were being taught in 1975, with less than 10,000 in 1974. The report says that 60 per cent went to age 16 and 40, about 20 per cent to 16 and over. The report says that 60 per cent went to age 16 and 40, about 20 per cent to 16 and over. The report says that 60 per cent went to age 16 and 40, about 20 per cent to 16 and over.



Picton: Rank and File too narrow. North: breakaway won't last.

Rank and File split by breakaway group

by Stephen Cohen

A new coalition of left-wing teachers will be formed in London later this month. A conference of communists, Marxists, Labour Party supporters and uncommitted socialists has been called to hammer out a policy for a new organization, an alternative to the existing left-wing group within the National Union of Teachers.

The conference at Sir William Collins School in North London on November 20 will be the new group's first public activity. Five months' secret planning has culminated in the formation of an alternative to Rank and File is feasible.

No name has been chosen for the new group, although several titles have been mooted. Delegates will decide between names like Socialist Teachers' Alliance, Federation of Left-wing Teachers or Association of Classroom Teachers.

The alliance is based on a set of 21 demands which will be debated at the meeting. The draft resolution calls for a "national fight to defend and improve the education service and teachers' working conditions", the employment of all teachers, opposition to all cuts in social spending, the social contract and any other incomes policy and for the reduction of salary differences.

NUT officials should be elected and accountable to the membership, the motion says. Local associations should be autonomous and teachers should have the right to raise political issues in the union and the right to act in solidarity with other sectors.

The alliance will demand the "development of a socialist analysis of education within capitalist society", a "programme of advance to serve the working class", and "the development of working class children and nursery education for all."

Opposition to all forms of racism and the presence of fascism in unions and schools, is also in the motion. To be successful, the alliance must break the collaboration of trade union leaders with the policies of the Labour Government.

The draft says the new initiative is needed because there is no organization of teachers within which socialists can work together without unnecessary conflict. Mr David Picton, a London teacher and one of the founders of the new movement, said last week that he hoped it would link all left wing teachers in a way which the existing organizations had not managed to do.

Rank and File, which Mr Picton also helped found, had narrowed its base recently, he said. "We want to widen it and involve people in the Communist and Labour parties," Mr Picton would not be drawn on the sectarian differences within Rank and File which had led to the new organization. But the International Socialists, who now run Rank and File, will not be present in any great number in the new movement.

Recent changes in the constitution of Rank and File have, to some extent, prompted Mr Picton and his colleagues to break away. The two national conferences which used to be held by Rank and File have been abolished and the executive has taken a tighter grip. This has annoyed several local Rank and File groups, many of whom are supporting Mr Picton.

In addition to the disenchantment with Rank and File there is the more serious prospect of the NUT's increasingly successful campaign against the radical group. The message that Rank and File is nothing more than a Trotskyist front organization has been sounded loudly by the NUT executive for the past few years and not least by Mr Max Morris, a former NUT president and a member of the Communist Party.

The campaign has worked so well that Mr Picton admitted, many teachers were put off joining Rank and File. "Certain people have tried to give Rank and File a bad name," he said.

In some areas the "near campaign" has worked. Because of attacks from people like Max Morris, the appeal has narrowed. In the last year or two, it became much more dominated by internal issues. Mr Picton said he had left the IS and was now not a member of any political group.

There is also a feeling that Rank and File's attachment to the union official strikes is inappropriate. "We don't think unofficial action is the answer to every problem," Mr Picton said. "We are also convinced that we have to be sensitive to the situation in a locality."

Mr Dick North, a teacher and one of the founders of the new organization, did not think the NUT executive would be any threat. There were 80 Rank and File groups in the country with 1,500 members. About 8,000 copies of Rank and File newspaper, which Mr North edits, are printed each month.

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No curbs yet on students from overseas

Reports that the rules governing the entry of overseas students to courses of study in polytechnics and colleges are to be tightened up were discounted by Mrs Shirley Williams, Education Secretary, this week.

She told the House of Commons that a draft circular on the admission of students which appeared to give officials of high commissions and embassies abroad wide discretion in judging the suitability of students was only a basis for consultation.

Mrs Williams spoke after publication in the *Guardian* of parts of a draft circular issued jointly by the Department of Education and the Home Office in August and sent to the United Kingdom Council for Overseas Student Affairs. It is concerned with clarifying the consequences for overseas students in Britain of the 1971 Immigration Act.

The circular, which has not been issued formally to local authorities or colleges, attempts to clarify the rules on admitting students by re-defining "full-time study" and detailing the types of documents colleges should issue to intending students.

The sections which this week provoked hostile comment from the National Union of Teachers and the World University Service and bodies with similar interests in the welfare of students concern the entry certificate procedure, the power of immigration officials to test students and the circular's seeming preference for students "officially recommended" by their home governments.

UKOSA told the DES that the circular seemed to give a consular or immigration official power to make academic judgments placed over greater obstacles to students wishing to study here.

Local authorities and colleges were surprised that it had not reached them. It is likely to strengthen calls for a complete rationalization of provision for overseas students. A department from the Inner London Education Authority, which runs many further education courses attractive to overseas students, will press this point when it meets Mrs Williams in a fortnight's time.

A spokesman for the National Association of Teachers in Further and Higher Education said it would not countenance immigration officials becoming educationists. Changes in the rules were not mentioned at any of their recent meetings with Government.—THES.

DES wants date for end of certificate courses

Next week's meeting of the Advisory Committee on the Supply and Training of Teachers will be discussing the Government's new target of 15,000 teacher training places in 1981.

Committee members will consider the DES request for a firm date for the phasing out of the Certificate of Education. They have a choice between a final certificate intake in September, 1977, or September, 1978, but the Government favours the second date.

The reduction of the target figure for teacher training from the previously suggested 17,000 appears inevitable in view of the falling birthrate.

The new figure might be made up of about 35,000 initial teacher training places with 9,000 or 10,000 reserved for postgraduates. The original 57,000 target allowed for the release of 12,000 teachers to go on in-service courses but despite the Government's commitment to this many college principals believe there will be no significant increase in the next five years.

About a thousand teachers are on full-time in-service courses at a cost of £3m to £4m. Local authorities do not have the money to release more teachers.

The National Association of Teachers in Further and Higher Education says it will fight any reduction. The association will also press for an all-graduate profession from September 1979 and for a four-year course for all entrants to teaching. The advisory committee will consider a number of problems related to the phasing out of the certificate in some subjects.

The Government believes that the problem can best be dealt with by the extension of in-service education rather than through initial training.

It is also against the retention of certificate courses in a few subjects only. The Department of Education favours one exception in this rule—a one-year course for mature students with special qualifications or experience in handicraft, music or business studies.

In other subjects where there is a shortage of graduate teachers and problems over attracting enough candidates with two A levels, the committee will be faced with two possibilities.

The first is that there should be a four-year ordinary Bachelor of Education course for candidates with one A level. The second is that there should be a preparatory year at some colleges, or further education colleges, to bring students up to the two A level standard.

The Universities Council for the Education of Teachers and the Council for National Academic Awards are unhappy about the first of these courses.

If the second were adopted, students on preparatory courses would not be eligible for mandatory awards so local authorities would have to agree that such students should receive discretionary grants.—THES.

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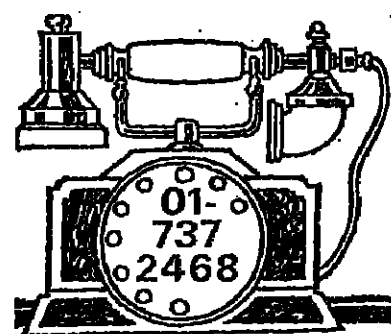
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Burnham ends sex equality ruling

by Lucy Hodges

The abolition of the Burnham Committee rule making it easier for women to get senior posts in mixed schools is bitterly regretted by some organisations who saw it as a weapon in the fight for equality.

The committee decided last week that the second mistress or master of a school would no longer have to be the opposite sex to the deputy head. This follows a recent case won by Mrs Kathleen Castle at an industrial tribunal with the help of the Equal Opportunities Commission.

She was found to be a victim of discrimination because she was told the position of second teacher at St Martin's School, Dorking, Surrey, was only open to men. Burnham has now decided that the rule was outside its terms of reference.

The rule ensured there would be people of both sexes at the top of every mixed school so that girls and boys could talk to a teacher of their own sex about, say, their sexual problems, and would be caused in schools that still used corporal punishment by their own sex.

It also provided a form of quota system for senior women teachers. Miss Sheila Wood, secretary of the Association of Assistant Mistresses, said: "This was particularly important for women because they have lost a lot of headships with the disappearance of single sex schools."

"If we are going to get equality, we need to see men and women sharing the really responsible posts. All the figures show us that we need the rule to keep women there. The social situation is such that they do not apply for these jobs at the moment."

But Miss Wood has not given up and is confident that other ways will

women at the top of schools. She would not reveal what she had in mind.

The National Union of Teachers was also worried about the change. An official said it would not be helpful to the promotion prospects of women teachers. The NUT had tried to amend the Burnham rule so that the sex of the head would also be taken into account in appointing people to fill the top three jobs.

This would have ensured that one of the posts was filled by a member of the opposite sex to the others. But the committee rejected the amendment.

Not all unions feel the same way. Mr Bernard Wakefield, assistant general secretary of the National Association of Schoolmasters-Union of Women Teachers, said the change was only right in these days of equal opportunity.

The Burnham Committee also discussed more broad and better issues last week. The management side—the local authorities—agreed to work out how much the bill for teachers' annual increments would be next year. It is thought to be much less than the £18m figure which has been mooted because it would not include increments for qualification or promotion. These are covered by the rate support grant.

If the increments system is found not to be self-financing—if there are more people staying on than coming in teaching than before—teachers will not get the full 5 per cent pay rises allowed under the Government's pay code. Negotiations on this will continue on December 13.

A point that the unions have gone away to mull over is the phasing out of the £201 a year social priority allowances, the extra payments teachers get for working in deprived areas. The management side wants to end these allowances, but the



Prince Philip is shown the ropes by students when opened the new Merchant Navy College at Greenwich last week.

Say for parents—and staff

Parents should be involved in what their children are learning, says a publication from the Home and School Council. Parents' evenings, plays, concerts and open days are not enough.

Involving parents in the curriculum describes how junior schools can sell the idea to parents and tell them how to help their children. It gives assignments, related to the curriculum, for both parents and children to work on.

The booklet says this can be done in secondary school remedial departments as well. Parents can hear their children reading library books or set books.

At Wood Vale primary school in Wigan an evening mathematics course for more than 50 parents was started last month. It involves six practical sessions involving the same mathematics their children are learning. The booklet is published by Anthony King and Lena Simkins.

published by the Home and School Council, 1 White Avenue, 3rd floor, Gravesend, Kent, SS14 6JH. Teachers still believe that people have more influence on them do over the design of the examinations—in spite of the Schools Council report on reform syllabuses and examinations published this week.

A research project funded by the council in 1971 looked at an area where the joint Matriculation Examination Board was increasing consulting teachers over the design of new syllabuses. It found that teachers continued to believe in the Schools Council, university lecturers and admissions tutors had the strongest influence on CSE subject panels. But they thought that they, along with the subject associations, should have the biggest say. Sixth form syllabuses and examinations are a new look. Published by Macmillan Education for the Schools Council, £2.45.

Ignorant about head lice

A major campaign to educate teachers and family doctors about head lice is being launched next autumn by the Royal Society of Health.

"At a recent conference of the society, John Muirhead, of the London School of Hygiene and Tropical Medicine, said there was much ignorance on the subject and that people suffering from it were

afraid to come forward. "The major difficulty is that people are unaware of head lice", he declared.

"The thrive on blood, not on dirt. First-class insecticides are available but they are not working. The need for all cases of lice in schools was widely ignored so that families could be followed

Education studies leap into favour

Applications so far this year to study educational subjects at university from next autumn are four times up on last year's.

But Mr Ronald Kay, secretary of the Universities Central Council on Admissions, says that some courses have come from the further education to the university sector because of mergers. It is impossible to say what proportion of the increase they account for.

About one fifth of the expected total of 150,000 applications have now been received. They show that there have also been substantial increases in applications for accountancy (50 per cent), business management (40 per cent), veterinary studies (26 per cent) and law (12 per cent).

Though applications for production engineering courses have declined dramatically, demand for other engineering courses has increased to an overall figure of about 12 per cent.

What UCA describes as "smaller, though still substantial" increases are recorded in medicine, dentistry, biology, chemistry, social studies combined with arts and classics.

The demand for mathematics remains about the same. Combined physical and biological sciences, combined social studies and combined arts also show no appreciable fluctuations.

Applications to study sociology are down by about 15 per cent, it would be premature to see this as part of a trend, according to Mr Kay. "The demand for this subject has fluctuated in this degree for a number of years."

Also down are applications for pharmacy, physics, and professional and vocational studies. Economics, geography, English and history remain steady, but their share of the total is smaller.

The decline in the popularity of Russian is confirmed by a drop of 32 per cent in applications. Altogether 28,565 applications had been received by mid-November compared with 26,814 at the same time last year. The percentage increase of 6.5 suggests that the total number of candidates may be 150,000 compared with 142,000 who applied through UCA last year.

Britons flock to foreign postings

More British students and young teachers have gone abroad as language assistants this year than ever before.

When all the postings have been completed by the Central Bureau for Educational Visits and Exchanges 2,250 English speaking assistants will be spending a year attached to schools or colleges in nine European countries, Tunisia, and the West Indies.

But because of cuts in spending 3,341 foreign language assistants coming to Britain has fallen by 20 per cent on previous years.

Nearly 8,000 foreign language assistants are participating in the inter-governmental exchange programme. The majority of British assistants—1,275—have gone to Germany, 127 to Spain, 126 to Austria, 26 to Italy, five each to Belgium and Tunisia, four to Switzerland, two to Sweden, and one to East Germany. Postings for another 195 are awaiting confirmation from foreign governments.

Most of the foreign assistants head off from French speaking countries. Foreign language assistants spend 12 months a year helping with the spoken language and are paid £244 or its equivalent for the school year.

Fair shares?

With University is to withdraw £100,000 currently invested in 12 South African firms.

The National Union of Students claimed last week that it was a victory for student pressure against apartheid. The university statement said the decision to reinvest in Government securities and short term local authority deposits was a financial rather than political decision.

Mutiny in NUT as leaders insist on disciplinary action

by Stephen Cohen

A mass lobby of the National Union of Teachers executive committee has been planned for this evening in support of 30 union members who face disciplinary hearings tomorrow.

The NUT has set its disciplinary machinery in motion for the first time in four years against 30 teachers from Little Ilford School, Newham, who were suspended from the union last month after refusing to give an undertaking not to take unofficial industrial action.

The teachers were asked to sign a form saying they would abide by the union's instructions and only refuse to stand in for absent colleagues with the executive's approval. One of the Little Ilford teachers has put the ban into effect without permission from the union.

On October 4, the head of the school asked the teacher to take a class whose normal teacher was on maternity leave. He refused and was given an official warning. The other NUT members at the school then stopped teaching for about an hour in sympathy.

Although the teachers had previously decided to ban standing in they had not put it into practice. The union was unaware of this when

suspension notices were handed out, but has to go ahead with the disciplinary cases according to its rules.

The suspensions and the hearings have angered several London branches of the NUT which have subsequently passed resolutions of support for the Little Ilford 30 and promised pickets for tonight's meeting.

Newham members of the NUT have voted to implement an immediate strike if the Little Ilford teachers are suspended or dismissed by the local education authority. They have also called upon all Newham teachers to adopt the no-cover policy until a strike for half a day on November 17 with other public service unions in protest against cuts in public spending.

A four-page news sheet has been produced by the Little Ilford teachers' support committee which accuses the NUT of victimisation. About 50 schools in Inner London are said to be operating the unofficial no-cover ban, but Little Ilford is the only one to have been singled out in the news sheet.

However, a spokesman for the Inner London Education Authority said she did not know of any

schools where unofficial action had led to pupils being sent home or left to work on their own. A number of schools had informed the authority that they could not cover for absent colleagues but "so far as we know this has not lost any school time". If it had happened, other arrangements would have been made, the spokesman said.

The union would not comment this week. The disciplinary cases were sub judice, said Mr Henry Clough, NUT publicity officer.

Mr Jack Ashton, chairman of Lancashire Education Committee, has condemned as irresponsible the NUT policy of not covering for staff absent for more than three days.

Local authorities, he said, could not afford to take on any more staff. If teachers were so anxious to help unemployed colleagues, they should give up the £250,000 worth of free school meals they get a year. This saving could be used to employ staff.

The unions, however, say that many teachers have to work in their lunch hour. If they charged for this, it would cost a lot more than a free meal.

MPs query training in FE colleges

Doubts about the cost and standards of industrial training offered by further education colleges are raised in the latest report from the Public Accounts Committee, a Commons watchdog on public spending.

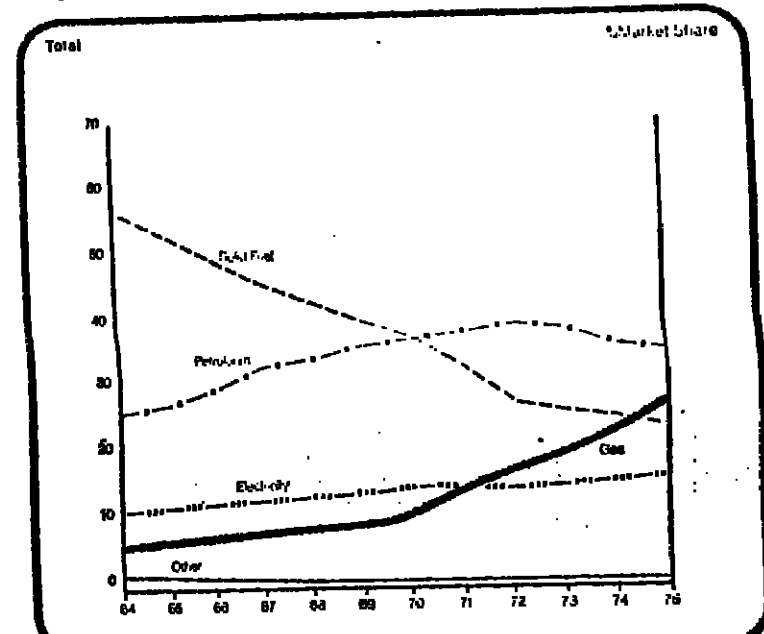
The committee agrees with evidence from the Training Services Agency that present arrangements for the Training Opportunities Scheme in colleges are unsatisfactory. The TSA said it was unable to monitor standards properly or follow up the results of the training. Academic holidays also meant that training facilities were not fully used.

It was also not sure if fees charged by colleges were reasonable. Because of this it was opening an experimental office training centre in Croydon which, it hoped, would provide a basis for comparing standards and costs.

The committee, however, believes that this experiment will not be particularly enlightening. Instead they recommend the TSA to start discussions with everyone involved about the level of fees.

Sixth Report from the Committee of Public Accounts 1975-6. HMSO £5.30.

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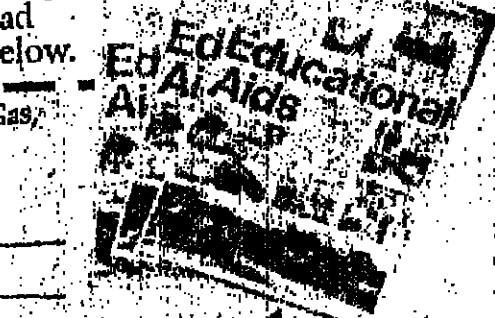
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SCHOOLS FROM 1976

Due to the demand for tickets for this year's concert, we advise readers who would like the tickets to contact The Royal Albert Hall Booking Office as soon as possible.

Lords call for major schools inquiry

The House of Lords want to order the Education Secretary to set up an independent inquiry into secondary schools.

The demand came in the latest batch of amendments that the Lords are insisting should be made to the Education Bill, whose passage through the Lords was due to end this week. The Bill now goes back to the House of Commons where MPs must decide whether to accept or reject the various alterations made in the upper house.

The latest change took the form of a new clause which says an inquiry should be started and a report made to both Houses within two years. Its brief would be to look at the effects of school size and mixed ability classes on the quality of education, staff turnover and school discipline.

The move was opposed by the Government. Lord Donaldson of Kingsbridge, Minister of State for Education, unsuccessfully argued that these proposals were already being carried out in a different form.

Another new clause carried against Government advice imposed on the Education Secretary a duty to make regulations specifying the information which L.E.A.s should publish about the schools in their area and how and when this information would be made available to parents.

The considerable changes that have been made to the Bill are expected to come before MPs within the next fortnight. The Government wants the Commons to reverse most, if not all, of them, but its attitude will be coloured by the outcome of yesterday's three by-elections which have a bearing on Labour's narrow overall majority in the Commons.

Scottish report out of NUS

Scottish students showed more dissatisfaction with the National Union of Students this week when Edinburgh University became the sixth institution to dissociate itself from the left-dominated union.

Reading University is likely to do the same after Tory gains in recent elections. Other student bodies which have disaffiliated are the universities of St Andrews, Strathclyde, (although the decision there was being reconsidered this week), Aston in Birmingham, the Glasgow School of Chiropractic and Lady Mabel college of education, Northfield.

Disaffiliation is not the policy of the Federation of Conservative Students who have been urging individual unions to stay within the NUS and challenge the Broad Left leadership. Gains along these lines have been spectacular and there are now 18 Conservative student union political officers compared with only two as recently as two years ago. Last March a Conservative was elected to the NUS executive, the first for many years.

Vandalism report 'superficial'

Education and Labour Boards was too narrow, too superficial and too insensitive in its conclusions, say the National Association of Schoolmasters' Union of Women Teachers. They want the Government to initiate a more thorough survey. As well as lacking a sense of urgency, says Mr. Bill Hutton, national official of the NAS/UTW, the report fails to recognise that the vandalism problem is not only a matter of discipline but also a social one. What is required is the exercise of parental authority by the school and the co-operation of the police. The report, however, does not apply to part-time staff.



In-service training every week, says NUT president

by Bert Lodge

In-service training should be focused on schools so that it becomes a part of teachers' working lives, Mr Alf Wilshire, president of the National Union of Teachers, said last week.

"In this way INSET will not be an extra-mural activity lasting a month or even a year at judiciously selected intervals throughout a teacher's career," he told representatives of 63 local authorities at a conference on in-service training.

"It will become an integral part of every week, or every month, or every year of his professional life." But he agreed with the critics of school-based in-service training that teachers needed to get away from school sometimes.

"They need to go to teachers' centres," Mr Wilshire said. "Where geography and educational experience are available then the links between schools and teachers' centres should be, and often are, strong."

"Every teacher should be released for at least 10 per cent of his week for projects related to the development of his professional capacity," Mr Wilshire said. "The authorities will have to make provision in staffing for this release and primary schools in particular will need extra staff."

It would be up to each authority to create a permanent pool of supply teachers who could take over from the released staff when outside visits formed part of in-service training.

He would like to see more

New recruits like pilot scheme

Induction training in schools is valued more by probationers than training provided outside, according to the latest report on the Northumberland pilot induction scheme.

The scheme was inaugurated two years ago and monitorings have been published regularly. The latest shows that 70 out of 85 probationers were in favour of continuing the in-school programme but only just over half were enthusiastic about the external activities. Heads were similarly divided.

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The Teaching of Mathematics and the Physical Sciences
In conjunction with Association of Polytechnic Teachers
April 1-2.

Time-Tabling
A third weekend course on this subject in July, 1977.

Discipline and the Disruptive Pupil
Five-day course in June, 1977.

Teaching of Reading
Ten-day course organized by A. E. Tansley in July.

Further details from:-



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A limited number of scholarships is available. For detailed information, write to the Registrar of the Course, NUFFIC, 27 Molenvest, the Hague, the Netherlands.

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"Jaws" in miniature: silver shark fish at an aquarium show at the Horticultural Society, London, last weekend.

Parliament

MP seeks uniform-ity

by Alan Wood

Decisions about school uniform should be taken democratically on the basis of wide agreement between staff, pupils and parents, Miss Margaret Jackson, Under Secretary for Education, told the Commons.

She was replying to an adjournment debate in which Mr Andrew Bennett (Stockport, North, Lab) criticised the grant system and cost of uniforms. Some parents were asked to spend £50 a year on uniforms, he said.

Miss Jackson said that since the system was discretionary some authorities would be more generous than others. The Government had no power to intervene in these matters. Any change would need legislation.

Mr Dennis Canavan (West Strathgus, Lab) asked Miss Jackson if the Government would consider a uniform for public schools and teachers who would not reach children who were not suitably clothed. Would she also consider teachers who gave corporal punishment on such grounds?

Miss Jackson said she deplored schools and teachers acting like this. Inadequate grants could often be improved by local pressure, she added.

Unreasonable disciplinary action had been taken against some pupils whose parents could not afford to buy the uniform and children had been humiliated. "Such conduct is quite inexcusable," she declared.

The prospects for Britain's learned societies are grim, according to a report from a joint committee set up by the Royal Society and the British Academy.

Though their memberships are increasing, as are the costs of publishing journals, running offices and running libraries. The report says more than 20 give cause for immediate concern.

The joint committee contacted 228 organizations with names like the Botanical Society, the Computer Society, the Folklore Society and the Royal Society of Arts. Between them they have a total membership

approaching one million, though more than half belong to the 21 who have memberships of 10,000 or more.

The report says that many societies are run by amateurs who could benefit from expert advice on publishing and administration. Societies were often unaware that membership subscriptions qualified for income tax relief or that the Royal Society and British Association gave grants to learned societies to help with publications, libraries and research. More Government money was needed to set up a service of experts and increase the number of grants.

The NCB study—a spin-off of a large-scale longitudinal study of children born in the week of March 1958—rated pairs of twins for general mental ability.

Mr Brian Adams, Mr. Major Johnston and Dr. Kenneth Richardson found that the results of the intelligence tests for very low ability, of mental test performance.

Concern over schooling in hospital



Children in long-stay hospitals are not getting a proper education, according to a report published last week by the National Association of Head Teachers.

In a survey of the country's hospitals for sick children, the association found that half the children were kept in adult wards in an environment that was not conducive to learning. The association says that the medical staff, who admit the children, know very little about educational background.

The report recommends that heads of hospital schools should be given such information as the children's educational background, their special needs, and the school's curriculum. Teachers should be paid a special allowance payable to those of other schools.

The report also says that local education authorities should pay for their use.

Now doubt is cast on twins study

The nature-nurture debate has sharpened again through the public exposure of doubts about Sir Cyril Burt's work on the heritability of IQ. This week the conclusions of a recent National Child Development Study of identical and fraternal twins were criticized by Mr. Harvey Goldstein, the NCB's departing senior statistician.

The NCB study—a spin-off of a large-scale longitudinal study of children born in the week of March 1958—rated pairs of twins for general mental ability. Mr. Brian Adams, Mr. Major Johnston and Dr. Kenneth Richardson found that the results of the intelligence tests for very low ability, of mental test performance.

Dr. Goldstein has commented that the study is inconclusive: the findings could be used to support relatively high heritability as well as low heritability. No doubt some researchers will go on hammering away at the question of how much nature and how much nurture goes into performance on intelligence tests. Most psychologists believe that it is not

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Further information and application forms for September, 1977, are obtainable from the Secretary (In-Service), Faculty of Education, Arts and Humanities, Chelmer Institute of Higher Education, Sawyers Hall Lane, Brentwood, Essex CM15 9BT, Telephone Brentwood (0277) 216971.

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Hereward College is the only local authority college of further education in the country especially for handicapped students

Opening
doors for
the able
disabled

One of the first questions a prospective student is asked when he goes for an interview at Hereward College, Coventry, is: 'Why are you not at an ordinary college?'

The main aim of this residential further education college for the physically handicapped is to get students into the mainstream of education. According to Mr Peter Lowe, the deputy principal, the college acts as a bridge between school, which for the majority of the students is a special school, and further or higher education. So far, he says, it has had a 'phenomenal success' in sending students to universities and polytechnics.

When the college opened five years ago, it did not envisage any of its students going on to higher education, but last year it sent 13. Mr Lowe is anxious to dispel any notion that Hereward is elitist—aiming only at university entrance. Apart from courses leading to O and A levels and Ordinary National Diplomas, there are more basic ones leading to the Certificate of Office Studies and the City and Guilds Foundation Certificate.

The college was born out of a Department of Education report in 1965, which, foreseeing the need for further education for the brighter, disabled student, 'All local education authorities were persuaded to pool the £600,000 needed to build the college and Coventry was chosen because of its good transport links and because it had shown an interest in the welfare of the handicapped.

Of the 96 students in a maximum intake of 100, only one is paid for privately by a 'Middle Eastern' father. The rest are handicapped in some way, and are sent to the college by their local education authorities. Hereward was set up to expect one third of its intake to be coping to wheel chairs, but already the number of students has risen to 96. The Department of Education is keen to appreciate the increasing number of handicapped students and the number of young people who are finding themselves unable to cope with an ordinary secondary school.

The main handicap is that the physically handicapped can more easily be identified and catered for than the mentally handicapped. In fact, the latter are often more difficult to identify and cater for.



Hereward has a full-time staff of many of the students need help with washing, dressing and feeding. To help them towards independence, all the first year spend two hours a week on a course called Activities of Daily Living. This gives the staff the chance to see what the students can do and how they can improve. 'The first year is a year of adjustment, and the second year is a year of progress,' says Mr Lowe. 'All students do vocational studies. Mr John Corrie, who runs the college, gives career guidance, and it is very important to start thinking about jobs in the first year to give students the chance to get the right qualifications and aim for realistic targets. One girl would like to become a radiographer and he intends to find out if she can do this from a wheelchair.'

During the year the students look at the structure of industry, trade unions, how to fill in applications forms and how to cope with interviews. Although the college is situated in a village, the city centre is only a few minutes' walk away. 'We have good contacts with other colleges. Hereward aims to be a college where students can go to college and then go to work.'

Diane Spear

Two years ago, hardly anybody outside the small circle concerned with the manipulation of DNA had heard of the supposed hazards of genetic engineering. Since then, however, a host of committees, working parties, task forces and government agencies have intervened to say what the hazards are and how they should be regulated.

The result is that the world at large has the vague impression that there is something nasty going on in the laboratories in which DNA is manipulated. And the most serious hazard of genetic engineering has become the confusion which this often conflicting advice has generated.

Honest researchers will not know where they stand, and will do less good research, but the less scrupulous will easily thread their way through the growing maze of guidelines and regulations. Professor Paul Berg of Stanford University, the first to persuade the scientific community that the manipulation of DNA might be a public hazard, must be wishing that he had kept his mouth shut.

It is therefore worth remembering that attempts to change the genetic constitution of living organisms are by no means new. For more than 20 years, for example, people have been fusing together cells taken from different organisms—with the abstract of finding out what happens to the chromosomes in these hybrid cells after several generations.

Although it is easy enough to cheat people's mind with the notion that there can be living cells which are literally hybrids of man and mouse, it is clear to the geneticists that such experiments are unlikely to be hazardous—the hybrid cells have no chance of surviving in the wild.

The most recent wave of anxiety about genetic engineering has been provoked by the 'discovery' three years ago that it is possible to cut double-stranded molecules of DNA into 'cleaved' pieces, and then delicately to join these to other pieces of DNA which have been similarly prepared but which may be from some quite different organism. One of the tools for doing this is to use what is called a restriction enzyme, which will break a double-stranded molecule of DNA at places along its length where the chemical constitution is well defined, with the result that in such a way that there is a short length of a single strand



Handle with care: will safety regulations unnecessarily hamper school biology?

Safety first—but not too far

projecting from each end of the double-stranded piece.

By the use of another enzyme, called a 'ligase', it is then possible to couple pieces like this together in much the way that model railway enthusiasts know that the rails must be joined together. In practice, it is possible to cut out a gene from one organism and join it to the genetic material of another. What alarmed Paul Berg two years ago was that it would be possible to transfer really dangerous genes, those implicated in some forms of cancer, for example, to common bacteria such as those living in the human gut.

Everybody, but especially the scientific community, recognises that work of this kind could be a risk to public health. Nobody knows how great a risk it has not yet been determined how well bacteria loaded with foreign genes can survive on their own, and how they have been artificially endowed can be passed on again to other organisms. But at least there is a chance, and it has to be guarded against.

In the United States, the result has been the promulgation by the National Institutes of Health of a series of guidelines which specify the precautions that must be taken by all laboratories in which research is carried out with public health and similar risks are likely to be imposed on other laboratories, those of the pharmaceutical indus-

Science diary
by
John Maddox

try in particular. Much the same has happened in Britain.

First, a committee under Lord Ashby helped enormously to put the whole question of genetic engineering in perspective and to single out the kinds of experiments that appear to need particular attention. Then a committee under Sir Robert Williams, the director of the Public Health Laboratories, spelled out the kinds of precautions that should be taken in carrying out different kinds of experiments.

The potentially most hazardous experiments, for example, must be attended by precautions as rigorous as those in force in laboratories in which the viruses responsible for leukaemia or mumps virus disease—there must be no way in which artificial genetic material can come into contact with human beings or other living things, and the virus left over after experiments are completed must be rendered non-infectious by some means. It seems to be agreed among working scientists that the

British guidelines are simpler to understand than those promulgated in the United States, and only last week the European Science Foundation urged other European states to follow the British and not the American way. So far so good.

Unfortunately, the mere fact that experiments in the manipulation of genetic material are potentially hazardous has provided too great a temptation for the bureaucrats and politicians. Perhaps the most striking development has been at Cambridge, Massachusetts.

Mr Alfredo Vellucci, the Mayor of Cambridge, has seized on the fuss about genetic engineering as a means of struggling between town and gown. A year ago, the would-be genetic engineers of Harvard applied for planning permission to construct a new laboratory complex with the new regulations, and the Mayor's response was to set up a review committee on which scientists are underrepresented to decide what experiments will be allowed within the limits of his fair city. For the time being, the answer is none.

Obviously, the mayor is merely concerned with public health, but he is really frying other fish. When I talked to him in the summer, he pointed out that the president of Harvard was throwing a huge sum of money for the construction of a new building for the first time in living memory, and that such an event

would not have taken place if it had not been for the nuisance of the review committee.

It goes without saying that the implications of this fiasco go much further than the interruption of a promising research programme in genetics. What will happen when city councils take it on themselves to mould the shape of academic research programmes in, say, the social sciences?

In Britain, the response to the concern about genetic engineering has been bureaucratic rather than political, and chiefly the response of the new Health and Safety Commission to the guidelines spelled out in the report of the Williams committee.

Briefly, the committee has circulated draft regulations to control genetic experiments throughout the United Kingdom that would require all researchers in this country to obtain the commission's approval before embarking on 'activities' which are calculated or even likely to change the genetic constitution of living organisms.

If this draft regulation were to survive, a good many such forms biology teachers would find themselves in correspondence with the Health and Safety Commission, for on the widest interpretation of the draft regulation, simple experiments intended to isolate, say, a particular occurring population would fall under the terms of the regulation. Fused cell experiments would similarly be caught in the net, as would most of the now routine procedures in research laboratories in which some of the genetic equipment of the genetic equipment of the bacteriology infect.

No doubt, if a regulation as broad as this ever became a part of British law, those who were administering it would do their best to act in an enlightened fashion. The trouble is that they would do so in a ponderous fashion, with the result that even quite familiar experimental techniques would be impeded.

Nobody I know asks that the research people should be allowed to do what they like in the way that they choose, but it is absurd that the Health and Safety Commission should think of controlling in detail virtually the whole spectrum of research in molecular genetics, only a tiny fraction of which is genetic engineering. It is the old business of the steam hammer and the nut.

Integrate handicapped call

Immediate action for integrating the handicapped into ordinary schools is urged in a report published last week.

Lord Snowden's report of a working party on the disabled which preceded Mrs Mary Wainwright's report on special education by at least 18 months, says that the major object of special education policy should be to introduce a system of integrating the handicapped with the rest of society.

The working party, set up by the National Fund for Research into Crippling Diseases in October, 1974, and chaired by Lord Snowden, has considered the areas in which disabled people are not fully integrated.

Colin Lowe, a blind lecturer in Law at Leeds University and chairman of the education sub-committee, said that his service was paid to the need for integration. Out of 150,000 children classified as handicapped, only 35,000 were in ordinary schools.

By integration, the report means a system which caters for the needs of disabled children within ordinary schools and is supported by

resources geared to different handicaps.

The report says that central government must give a clear and decisive lead on integration, since the alternative is inevitably a development which is likely to be patchy, unsystematic, and uncoordinated. Capital expenditure on special education should be critically re-examined as a matter of high priority.

The 19 recommendations include setting up resource centres in selected schools so that children with particular handicaps can get the help they need; peripatetic advisory services which already exist for the visually handicapped and deaf should be expanded to include other handicaps; parents should be fully involved in choosing their child's school and in developing integration schemes; all future educational buildings should be totally accessible for the disabled.

The Snowdon working party, 2250, published by the National Fund for Research into Crippling Diseases, Vincent House, 1 Springfield Road, Hove, Sussex.

Research into research?

Researchers in education cannot win: either their work is completely ignored or it gets too much publicity and is distorted by the press, according to Professor Jack Wrigley. Perhaps, he says, we need a research project to look into it.

Writing as chairman of the Social Science Research Council's Education Research Board in the latest edition of the quarterly newsletter he says the lack of impact of large scale research and curriculum development projects causes concern throughout Europe. The answer is to spend more in dissemination than in producing research, that is worth disseminating in the first place.

The trouble is that even the most careful and competent researchers should be published.

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Army Officer

Holland

Young unemployed aid scheme flops

AMSTERDAM

from Lynn George

A million pound scheme introduced this autumn to help the young unemployed has been a complete failure, according to the NVV Jongerencontact, the largest umbrella organization for young workers.

It was planned to provide job orientation courses of one year to young jobless people between the ages of 16 and 23 and later to link the programmes to job training schemes. From the 70,000 unemployed in this category only 150 have so far made use of the scheme.

One reason given for the scheme's failure is that it serves little pur-

pose for the older 19-23 age group, many of whom are unskilled with a number of jobs already behind them. Because they require a higher wage, and employers are ineligible for training premiums, as they are with 16-year-olds, many firms find it too expensive to take them on.

Another reason is that the labour exchanges, where recruitment for the courses was to take place, were ill-informed about the scheme; only eight from the 23 regional centres responsible for the programmes had in fact arranged courses.

The troubles for some of this age group are not over once they even find jobs. According to a recent survey by the NVV Jongerencontact many employers are "dodging" paying them the minimum youth rates on the grounds that as trainees they are unproductive.

As the law now stands, young people may only claim the minimum rate if they contribute more than one-third of a week to the production process. In some firms high as 60 per cent, and in one company the young trainee school leaver, were only receiving pocket money.

Italy

Divided unions dig in for long season of industrial action

from Dalbert Hallenstein

MILAN Last week's teachers' strike promises to be the first of a series which could make this school year the most tormented in Italian education history. The strike, organized by the confederated teachers' unions, was to try to force Signor Franco Maria Malfatti, the Education Minister, to renounce talks on the new three-year state teachers' contract which should have become effective in June. The strikers were demanding that the minister should keep the promises he made in April about salary increases over the next three years.

At the end of April, just before the old contract ran out and under the threat of strikes which would have paralyzed all end of year examinations, Signor Malfatti made a series of extremely vague promises to increase teachers' salaries.

At the time he was dealing with a political party, and is strongly represented only in the secondary schools. SNALS was then under heavy pressure from both the press and its political parties. Succumbing to this pressure, SNALS called off its strikes and accepted the minister's vague offers.

Signor Malfatti's offers were also accepted by the confederated unions, which were anxious to avoid trouble before last June's general elections.

Now the teachers' unions, more bitterly divided than ever, are seeking to repair the damage. But their prospects are bleak. First, by continuing to strike separately, they can only paralyze part of Italy's school system at any one time. The confederated unions' strike, for example, only closed down the nursery and primary schools where their membership is strongest. Likewise, when SNALS declares a strike, only the secondary schools are affected.

And second, as a result of the Italian economic crisis, the government has already announced that it cannot increase state salaries in the immediate future. The Education Ministry, having only made the vaguest of offers last April, will now be expected to make a more definite increase in their renewed contract.

Both the confederated unions and SNALS have announced a long series of strikes if their requests are not met immediately. If the groups are demanding pay rises of from £20 to £35 a month.

Greece

More stress on sport

from Mario Modiano

ATHENS The Ministry of Education has decided that, beginning from this school year, Greek schoolchildren must devote one day a week to culture and sports.

Arrangements are now being made with two major theatrical groups in Athens to stage exclusively for schoolchildren the ancient Greek plays that are performed annually at the summer festivals of Athens and Epidaurus.

Athletics and other sports will be catered for using the facilities in public sports grounds, under the supervision of qualified teachers.

It is clearly the humiliation felt because of the poor performance by Greek athletes at the last Olympic Games that lies behind the decision to encourage sports among schoolchildren.

There have been objections to the plan. Critics pointed out that, according to official estimates there were only 120 working days in the year of 720 teaching hours. Could 120 hours for culture and sports be taken without affecting overall learning?

These critics claimed that 600 teaching hours per school year would compare poorly with the 800 hours average in most Western European countries.

United States

Sir Cyril's star still shines brightly

from Michael Binyon

WASHINGTON

Suggestions that Sir Cyril Burt faked most of the evidence which he used to prove the links between intelligence and heredity (TES, October 29) has now greatly disturbed American disciples of his theories. Their general reaction last week was that his theories were still valid, even if the data was suspect; and that in any case there had long been suspicion of the accuracy of the data.

Professor Christopher Jencks, the Harvard sociologist, whose book *Inequality* caused a furor three years ago, said there had always been problems from the scientific point of view. "It's not that we're sure it's not any good, it's just that we're not sure it is any good," he said.

Burt appeared to have resources available that would be extraordinarily difficult to obtain now, Professor Jencks said. He had the largest number of separately raised sets of identical twins ever—more than all the others found by psychologists all over the world.

Not simple, easy to produce in 1976, as the separation of children is much less common.

Burt's great contribution was the mathematical basis he had worked out for interpreting his data. Professor Jencks said this was excellent work, and Burt's algebra was still being used.

In any case, he added, the report made no difference to the controversies raging over heredity and intelligence in America, which have involved accusations of racialism, especially when dealing with the intelligence of blacks. These discussions were now "more of a theological dispute than a scientific argument".

Professor William Shockley, of Stanford University, who has accused considerable parts of Burt's work of being a "research into heredity and intelligence, agreed that the reports would make little difference to the theories of heredity developed since Burt's work. He said that far from overestimating the importance of intelligence accounted for by heredity, Burt had underestimated it.

An important study had just

been conducted by Dr Harry Harlow at the University of California at San Diego of the "maternal" phenomenon known as the "maternal" syndrome, said Professor Shockley. This showed that it was not the mother's love for her child which was the key factor in the child's development, but the child's own internal drive to develop. This was then as though the child was a "maternal" child, and the child of a "maternal" mother. The child of a "maternal" mother was a "maternal" child, and the child of a "maternal" mother was a "maternal" child.

Professor Shockley said he was very dubious about the analysis of Burt's data in this study, that led to *The Sunday Times* investigation.

He said he could conceive of Burt having added one or two sets of twins to the table, but there was no reason he could see for any such tampering. He said he was not a "maternal" child, and the child of a "maternal" mother was a "maternal" child.

No significant change in the breakdown of their studies, according to the survey. In fact, a slightly higher proportion of students whose fathers were graduates left early than did those whose fathers had no higher education. Unlike investigations dating from the 1960s, the present study also shows that the drop-out rate among women students is higher than among men.

Only 25 per cent of those who graduated in 1974 managed to do so within the minimum time of their



Sir Cyril Burt: sound bites

West Germany

Graduates unhappy over initial career guidance

by David Dungworth

One in eight of West Germany's university students never complete their studies. And three-quarters of those who do take longer than the minimum period prescribed for their course. These are two of the findings of a survey undertaken by the University Information System for the Federal Ministry for Education and Science which is being published this autumn. The investigation was carried out in the spring of 1974, and involved a sample of 3,200 graduates and 2,500 drop-outs who had left universities, teacher training colleges and colleges of art in 1974.

It was calculated that between 12 and 13 per cent of students during their stay at university failed to complete their studies for personal reasons such as family or financial problems. About 47 per cent claimed that inadequate guidance or misleading information about course content and requirements had influenced their initial choice of subject.

In all 14 per cent of the graduates and 16 per cent of those who dropped out complained that the advice they had received before or during their studies had been of no value. Only 5 per cent and 10 per cent respectively were satisfied with the guidance they had been given.

The investigators see their findings as evidence of an urgent need for an improved and extended system of student counselling and reforms in the structuring of study courses.

Republic of Ireland

Church-control controversy flares again

from our correspondent

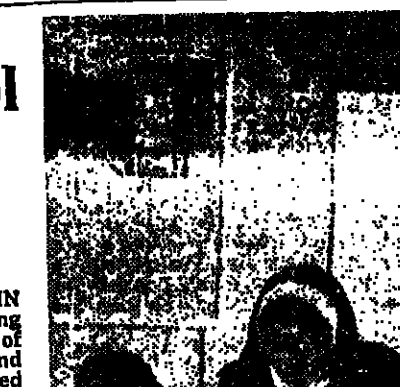
DUBLIN The temperature of the on-going dispute about Church control of many of the Republic's primary and secondary schools was sharply raised by two speeches last week. A major teacher union spokesman attacked the Church's continuing refusal to allocate principalships to non-clerical teachers, and a spokesman for an organization representing several religious orders accused critics of wanting to ban their members from the schools completely.

Mr. Ciaran McCormack, the incoming president of the 7,000-strong Association of Secondary Teachers (AST), said in Dublin that recent proposals on school management boards introduced by the Catholic school authorities were "a democratic sham and unworthy of the approval of the hierarchy".

The bishops, he charged, were ready to approve power-sharing in Northern Ireland's politics, but not in the Republic's 500 secondary schools.

A general lack of consultation on these issues, he said, indicated "a distrust of the lay teacher—an attitude which is also evident in the extreme reluctance on the part of management to appoint lay principals in Catholic schools and to bring to a satisfactory conclusion the negotiations regarding contracts of employment which have been going on for over 10 years."

Another priority for his union, he said, was the setting up of an independent board of appeal to deal with dismissal cases. Last year, he said, 100 teachers had been dismissed against a nationwide strike to support one of its members who had, in his opinion, been unfairly



Takeover fears

dismissed. Meanwhile, Brother Laurence Warren, secretary of the Teaching Brothers Association, whose members control a large number of the Republic's primary schools, was raising the spectre of a secular takeover of church schools.

"So-called liberals who wanted children sent to schools attended by more than one religious denomination, he told the annual conference of the association, really wanted to see members of the religious orders removed completely from Irish education."

"Let us say to such liberals, he said, 'that we intend to provide Catholic education for children as long as the parents of these children want it.'"

The association went on to pass an emergency resolution calling for equal pay for members of religious orders in primary schools. At present, he said, they are all unmarried and are paid less than both married men and married women, who receive a higher, married scale introduced by the government last year.

Sweden

Cuts called for in medical check-ups

STOCKHOLM

Fewer school medical examinations so that doctors and nurses can devote more time to dealing with "personal" problems, have been proposed by a government commission on health and welfare

to comprehensive, secondary and folk high schools.

In its final report, the commission, set up in February, 1974, proposed the replacement of an additional 60 full-time doctors and 400 nurses as part of a five-year plan to

OECD

Urgent needs of in-service training

from Mike Duckenfield

STOCKHOLM

New tuition materials, an international research "pool" and better tutoring of teaching are urgently needed if school-based in-service training is to be increased, according to representatives of 10 countries meeting recently.

The priorities were earmarked at the close of a three-day conference organized by the Organization for Economic Co-operation and Development and attended by Britain, four other EEC countries, the United States, Canada, Portugal, Norway and Sweden.

Increasing in-service training at the school level, a need emphasized by Mrs. Pauline Perry, of the DES, was seen as necessary due to the inability of external training to tackle the details of classroom management and the increasing professional training in every school to deal with on-the-job training, but only two education authorities, Liverpool and Northumberland, had gone some way towards this. Mrs. Perry thought the job could probably be better done by school heads and heads of departments.

While the trend towards school-focused activities in Federal Germany has been encouraged by a recent government budget cuts, a recent survey towards the end of the year—could obscure the need to train the employed. German schools are experiencing acute adjustment problems due to recent reforms with a rapid rise in the number of pupils with learning and development problems and a drastic shortage of science teachers.

To overcome this a priority programme of multi-media further education for teachers is being implemented parallel to teaching so as to minimize lost tuition time and long leave periods associated with other types of in-service training.

The lack of tangible rewards like increased salaries and promotion for undergoing training has caused participation problems in some countries. The Swedes, however, have overcome this by giving local school boards the right to suspend school instruction for five days a year so that teachers can attend compulsory "study days".

To initiate local training without losing too much central coordination—the Swedes' major problem—team training has been adopted. Courses are held regionally and attended by teams from each school who then continue developing ideas and methods at a local level. Part of the current SIA plan to reform the working methods in comprehensive schools, the scheme will allow teams of 10-15 teachers, headmasters and other school employees from every school to take part in four weeks' training every two years. Over a 10-year period about 5,000 are expected to take part.



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Let's make it a real debate...

Sir,—Whatever view one may take of the ethics of the process whereby a supposedly confidential DES memorandum (the Yellow Book) has reached the public, one must express the hope that the ensuing debate of the issues raised will result in a constructive analysis of the problems and ways towards their solution. Little purpose will be served by the mere restatement of long held views or the reaffirmation of entrenched positions, whichever they may be.

Underlying much of the criticism contained in the DES memorandum, as reported by you, is the question of whether education, irrespective of the level at which it happens, has become too divorced from the needs of an industrial society. This question relates as much to the needs of industry for skilled and adequately qualified manpower, as to the needs of the individual for life in a society which is extensively shaped by its industrial and commercial institutions.

Yet, it seems to us that until such time that a detailed and informed study has been made of what these needs are, there is little hope of developing curricular actions which will effectively meet such needs. Several pilot projects recently done at Keele on the curricular content of vocational courses in further education have highlighted the necessity for such studies.

Whatever solutions to the problems identified in the memorandum may ultimately be suggested, it is clear that education will have to play the central role in their implementation. We believe that it will become increasingly necessary for the teaching profession to accept as a most important educational

goal the need to "prepare young people for work to facilitate their transition from study to working life and to increase their chances of finding employment" in a resolution of the Council of the European Communities of February 19, 1976.

This means that a broadening outlook is required by us all beyond the narrow confines of our respective sectors of education. At Keele, we are already attempting to broaden our students' outlook by introducing them in their educational studies courses to the issues of education and industry by considering topics such as manpower requirements and educational planning, training for skills and vocations, and school-industry links.

Callaghan and after: more reactions

Why we have failed

Sir,—The steady increase in numbers of working mothers in this country has now produced two generations of children with an increasing handicap of lack of parental care.

The basic three Rs are most effectively taught at a mother's knee any later attempts are laborious and often unproductive. The cumulative effect of parental neglect produces a general and understandable lack of juvenile trust and respect for adults, with a consequent added burden for teachers.

A child who has the added advantage of a highly articulate, well-educated, full-time mother not only has the necessary stability to adapt to whatever educational fad is currently being offered, but has been

themselves the victim of parental neglect in their pre-school years.

Educational policy is in the hands of people who are too old to have their own children in schools (not that they would design to patronize the ordinary state schools). Thus the educational system is dominated by people who have no first-hand experience of the dynamics of the teaching of young children.

Traditional progressive educational arguments seem to ignore the fact that traditional methods of child-rearing have almost disappeared; that stable children from a caring, sustained home background will respond equally well to any educational dogma; that unstable, neglected children will certainly take advantage of an informal classroom.

One of the incidental benefits of the vast expansion in teacher training in the last decade was that a large number of otherwise uneducated adults would receive training in the basic facts of child development and infant care. However, most are still childless. Even those who are parents elect to return to the child-minding of 30 or more other people's children rather than concentrate on the near-certainty of producing a small number of highly-educable children of their own.

A recent statistic states that less than half the teachers currently in training have obtained O level mathematics; this suggests that the new generation of teachers are

teaching—at least in terms of class control—has always been heavily dependent on the teachers' charisma. However, colleges of education have been increasingly insistent that students must re-examine the limitations of the charismatic approach, emphasizing that students must be more self-aware and more in touch with the philosophical and sociological implications of their teaching.

It is unfortunate that the shift of emphasis from vocational to academic in teacher training, coincides with the existence of a school population less receptive to learning and more than ever in need of teachers who have the self-assurance to be convinced of their ability to maintain law and order.

D. COULTS,
165 Willow Avenue, Edgbaston.

Policy—and action

Sir,—Two phrases from the DES memorandum to the Prime Minister drew my attention:

"There must be grounds for dissatisfaction in the lowly position in the list of subjects such as modern languages..."

the Department will consider what more should be done to advance learning in modern languages..."

...

Basics gone by the board

Sir,—What you ask in your leader (October 22): "Would Mr. Callaghan have said if he knew that 80 per cent of non-graduate accepted on to initial teacher training last year had not got O level mathematics?" Conceivably he would have wanted to know how long it has been going on! And the answer is: of course, for many years.

Clearly, when initial teacher training entered college, without even the rudiments of mathematics and the likelihood of some

l.e.a. officials and even foreign diplomats have expressed anxiety about which languages are taught, rather than taught in schools. Such expressions of anxiety are futile if their aim is to bring about a change in policy—there is no policy to change.

The DES should now formulate a national policy and implement it by every available means and subject.

...

Britain's progressive primary still the envy of the world

Sir,—It was with amazement that I heard on the radio that Britain intends to return to formal educational methods to combat illiteracy. In the past year we have been engaged in a supervisory capacity involving visits to Victorian schools and we are saddened to witness the ineffectiveness of Australian formal teaching methods that are frequently reminiscent of British education in the 1930s.

Regardless of individual differences, it is assumed that all children are ready to read by phonics, copy formal writing patterns from a blackboard and do sums from the moment they enter school at the age of four or five years. The emphasis is on conformity, discipline and drill, streaming by ability and an avoidance of "time wasting" pursuits such as creative activities, physical education and opportunities to develop language. Such methods are perpetuated because teachers have responsibility for students on teaching practice and they are themselves restricted by the fact that promotion depends on using methods that please the inspectorate.

It is a pity that there are obvious differences between the children we meet in formal Australian classes and those reared in British infant schools where there are opportunities for initiative, imagination, ties to a high level of literacy but at the children's own direction are conspicuous in lack of joy, vigour, and spirit. Teaching requires little skill and no knowledge of the child. British advocates of formal education should note the problems in Australian schools despite the prolonged exposure to the three Rs. The problem is for the impossible to be taught by the impossible.

Key of the core

Sir,—As a former president of an NUT local association I find myself in a unique position in supporting the core curriculum.

I support it because I wish to teach the skills of literacy and numeracy to my children efficiently so that I may have more time for their education.

A core curriculum does not mean all schools teaching the same lesson at the same time on a particular day—it could provide the teacher with the means to diagnose the needs of each child and prescribe a course of study. It could be extended and yet imaginative; it is published and printed by government, written by teachers.

The NUT does a great disservice to classroom teachers by its opposition to a core curriculum. The

Admittedly, these have to be humble efforts, but more than justified in the light of the current debate.

To us, the key issue is whether there should be some form of control of the curriculum, whether the Inspectorate assumes more direct power or exercises at present. The mental issue is whether a curriculum can be evolved in the education of our young people and their preparation for life, at whatever level and in whatever capacity, are effectively not achieved unless the fragmentation within the education division between the school and the sector as it affects the individual is overcome.

K. KEMPA,
I. F. ROBERTS,
Department of Education,
Keele University.

ties for initiative, imagination, ties to a high level of literacy but at the children's own direction are conspicuous in lack of joy, vigour, and spirit. Teaching requires little skill and no knowledge of the child. British advocates of formal education should note the problems in Australian schools despite the prolonged exposure to the three Rs. The problem is for the impossible to be taught by the impossible.

Those who prescribe literacy in the United Kingdom have woken up to the fact that the rest of the world is not in the field. Reversed and not successful.

It will be tragic if Britain, in the mistaken notion that formal education produces literacy, takes a regressive step and urges educationalists to maintain and develop the best current methods rather than to develop new ones.

We in the United Kingdom have woken up to the fact that the rest of the world is not in the field. Reversed and not successful.

curriculum is controlled by teachers and the teachers.

N. SIMMONDS,
62 Station Road,
Kendal, Stockport, Cheshire.

Sir,—To those who, during the last three months, will have been reapplying upon the school curriculum may have been kept one thought in mind. An apple cannot grow on a tree, but it would be a pity to judge the quality of the fruit by the taste of the tree. RAY GREGORY,
Headmaster,
Peel Common Junior School,
Gosport.

My role at ILEA-Briault

Sir,—I hope you will allow me space to correct one of the more egregious errors in Grettin and Jackson's Book on William Tyndale.

The main point responsible, in effect, for downgrading the Inspectorate and upgrading the administrative role was Dr. Briault. This is a wholly incorrect assessment and is based on totally false information.

The writers say: "the chief inspector is technically subordinate to the deputy education officer." This has never been true in my time.

They go on: "middle and senior appointments in the administrative structure were generally made from among those on the inspectorate ladder." The direct opposite is the case. When I was appointed deputy education officer in 1955, one of the then seven assistant education officers had come from the inspectorate. When I became education officer in 1971, two out of eight assistant education officers in post had come from the inspectorate. As I retire, three out of nine assistant education officers in post have come from the inspectorate and a fourth is seconded to an assistant education officer post for two years.

To say therefore that "largely as a result of his [i.e. my] influence, inspectors could no longer be quite so sure that senior administrators would be appointed from their ranks" is manifest rubbish. Senior appointments are made by committee of elected members. My advice on each candidate and on each appointment is based solely on suitability for the post in question and never is nor could be, based on a general policy for or against appointments from the inspectorate. The officers coordinating committees, in which inspectors and administrators regularly meet to deal with all important issues, is wholly my own creation. Sir William Houghton

(my predecessor) had a "colliery" which consisted wholly of administrative staff, save for the inclusion of the chief inspector.

Mine includes the two senior staff inspectors (recently retired deputy chief inspectors), one of whom occupies a new post created during my period as education officer. Furthermore, the total strength of the inspectorate has been significantly increased.

One who as deputy and as education officer has worked extremely closely with the chief inspector and placed very great importance on his role and that of his colleagues, I greatly regret that your two journalists did not get their facts right in this respect. E. W. H. BRIAULT,
County Hall, London, SE1.

Rebels can be right too

Sir,—I was smiling again this week at finding my TES in the letter-box. Like Gerald Haigh, I am sensitive to tragedy and futile confrontation and can recognize a sinful pride in self and in others, but unlike him I am not inclined to blame teachers. And although it makes a nice introduction I do not think there is anything pathological about trying to make identifications with persons in the Tyndale drama.

Also, the statement that "the real losers were the children" may not be true. John Grettin, in his article, says, rightly, that "a teacher who shows his contempt for the views of a large body of parents with whom he disagrees is likely to show the same contempt for a child who does not fit in with his methods of teaching." It is just now and again a teacher may deliberately choose to place the interests of the child above those of the parent.

I think teaching is very difficult. HAROLD HINCHLIFFE,
252 Smith House Lane,
Lightcliffe, Halifax.

No breach of confessional

Sir,—Your "staggered" correspondent J. Milesworth (October 29) surprises me: on my first reading of your article in your columns I have earned me the instant title of "famous scribbler". However, in between his shrewdness and his clerical metaphors, he makes two points which I must answer.

First, every word of the article you invited me to write, and which we call "Navel Exercises", was accepted by the English teachers as a fair statement for publication, and they were happy to allow their own views to be quoted. There was no breach of the confessional. Secondly, it is implied that I am the sort of person who wants every word of his own writing to be evaluated, the point is made in unambiguously similar terms to those of an anonymous letter I received last week. This implication is simply not true.

One of the evaluations we hope to complete this year is that of the administration of this school. The performance of my deputies and myself is to be assessed by the response to questionnaires issued to all staff. Such is the terrifying method decided upon by the enthusiasts who undertook this part of our programme, having already subjected each of us to a stiffish hour of cross-examination. This particular assessment is allowed for obvious reasons to be totally independent of those under

scrutiny, will be an exception to the general principle that teachers must be willing and active partners in any useful evaluation of their work. I am convinced that Her Majesty's inspectors must accept this principle from the outset if they are to have any chance of establishing themselves as major influences inside schools. Some years ago I took part as head in a general inspection carried out on the basis of partnership rather than opposition of interests and the new approach was sufficiently promising to justify some confidence in co-operative methods of evaluation.

This is at any rate the policy we are trying to follow here. Since I wrote "Navel Exercises" our first academic evaluation, that of mathematics has begun. The team involved includes, besides the chairman of the faculty and an HMI, colleagues, the Island teacher coordinator for mathematics, the deputy head of engineering in our college of technology, the principal careers officer, and one of our deputy heads. From the maintained mathematics HMI and the head of mathematics in a sixth form college and an 11-16 school have been invited to join the team. PETER CORNALL,
Canalside School, Newport, Isle of Wight.

Wrong rotation

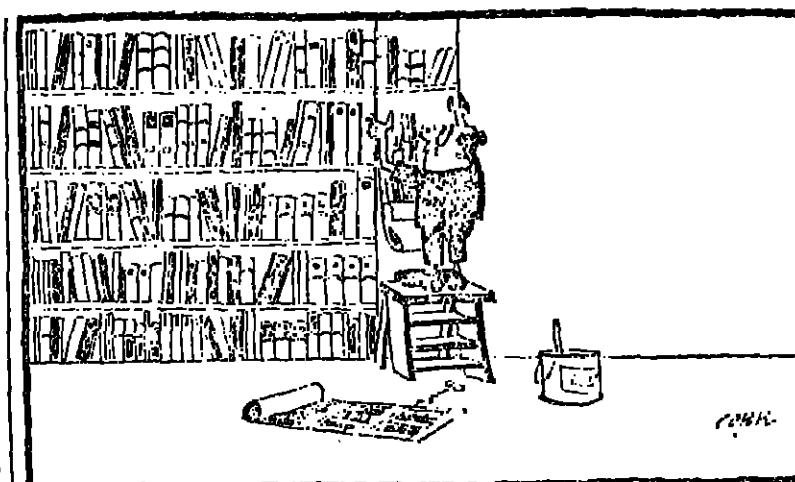
Sir,—In The Times Educational Supplement of September 13, Bob Grettin reported on the discussion published by the Association of Teachers of Domestic Science.

I must express my surprise at some of the comments made by Mr. Geoff Preston, a craft teacher, who seems to find the constant repetition of lessons an advantage, and claims to be able to get to know his pupils in one lesson. It is precisely this superficial knowledge of pupils, that members of our association are so concerned to overcome, and to be replaced by a deeper understanding and a more meaningful relationship. It is essential if teachers of domestic science and needlework are to provide courses which are relevant to the needs of their pupils.

As teachers we believe that the needs of our pupils must take precedence over all other considerations. Yet all too often we find that these needs are sacrificed in favour of administrative convenience.

I would like to draw the attention of your readers to the final paragraph in this discussion document: "It is a rotational timetable should only be contemplated if it seems to have sound educational purpose, to be pertinent to the age and ability of the pupils, their needs and environment, and to be more effective than subjects time-tables." RITA WALKER,
President,
Association of Teachers of Domestic Science.

LETTERS



Ban the belters

Sir,—I was glad to see that you are giving publicity to corporal punishment in Scottish schools (October 22), and particularly in Strathclyde. It's a violent kind of place and I'm wondering if some of the Rangers supporters, lashing out at Birmingham's Villa Park, might not be reacting to the violence they had received at the hands of Glasgow dominions.

I should declare my interest in the subject. I was sacked from the headmastership of Summerhill Academy in Aberdeen because I refused to obey an order given by Aberdeen's (Labour) education committee to remove a belting through-out the school.

But it's not only Aberdeen's comprehensive schools that leather their boys and girls; the primary schools leather even their younger pupils. A psychiatrist told me that he has to give sedatives to children disturbed by being belted or seeing their friends belted. No record is kept of these punishments. There are more people behind

hairs in Scotland than in any other country in Europe. I believe there is more corporal punishment in Scotland than in any other country in Europe. But professional organizations in Scotland are largely unconcerned. The churches in Aberdeen, the medical profession, the teachers' union, the specific educationists, see no cause to intervene. These priests and Levites of the Scottish establishment are uninterested in the controversy you have drawn attention to. As A. S. Noll, of the original Summerhill, says, "they believe in a corporal which says: 'Suffer little children to come unto me and I'll give them a good belting'."

In fairness to Aberdeen Education Committee, I should add that they were under pressure from Scotland's teachers' union, which are vigorous supporters of corporal punishment and oppose all attempts to institute the keeping of records of floggings in Scottish primary and secondary schools. R. F. MACKENZIE,
Culls, Aberdeenshire.

Killing of the advisory councils

Sir,—Twice in the past six years the DES, or more accurately Mrs Thatcher and Gordon Oakes in their ministerial capacities, have stood at the despatch box in the House of Commons and declined to operate an important part of the 1944 Education Act and in doing so have defied both the law and the House of Commons.

Unfortunately your story in your issue of October 22 did not make this clear. It mixed up a summary of my speech with that of Mr Oakes, who was not named, and gave no data or reference whatsoever. The debate can be found in Hansard for October 12 (columns 204-214).

The framers of the 1944 Education Act saw the Central Advisory Councils—set up by Sections 4 and 5—playing an important role in linking the needs of the nation and education. They were important because they could initiate, and in effect question the activities of what is now the Department of Education. Had they operated in the way intended—and 80 columns of 1944 Hansard provide indications—then some of the problems we now face might have been resolved much sooner and perhaps more effectively.

Unfortunately successive ministers and secretaries of state were persuaded first to use them for specific remits and then to kill them off despite the specific obligation and duty to the contrary. I cannot comment on the motives or reasons given by the advisers, but I do blame the ministers for accepting whatever was said. NIGEL SPEARMAN, MP,
House of Commons.



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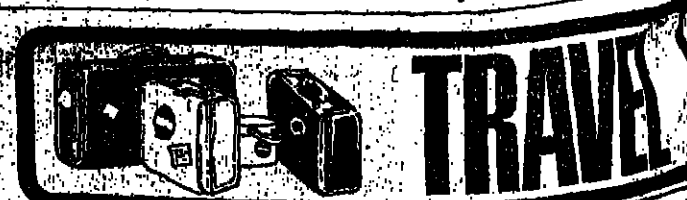
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Fred M. Hechinger, author of 'Growing Up in America', argues that the retreat from educational commitment is turning into a rout, to an extent that threatens the survival of American democracy

The American child—
the end
of the road opened up by
Thomas Jefferson?



Photographed by H. P. Klumbe

Woman as Artist

A. S. Byatt

The Female Imagination. By Patricia Meyer Spacks. George Allen and Unwin £5.95. 0 04 899008 5.

The Female Imagination grew out of a series of discussions its author had with a group of women students at Wellesley College, on the topic of "Women, Writers and Women's Problems". Ms Spacks opens with two hopeful quotations from those students. "If we study how women express themselves and how they really feel, then that would be women's liberation", and "We need something to identify with".

They began, that is, a search for what could be called essentially feminine, and were looking for "help, for models, ways of being, of coping with perplexing perceptions and feelings". These aims define the strengths and limitations of the book, which is not precisely about the female imagination but about the ways of imagining being female, which is, and ought to be, a smaller topic altogether.

To this end Ms Spacks has analysed about 80 books by women writers, running together autobiographies, novels, fiction, letters, in search of an image of what the writer, secretly or overtly, believed to be woman's fate. The writers range from the Duchess of Newcastle through Mrs Thrale and Lucy, Mary Wortley Montagu to Isadora Duncan, Carrington, Isak Dinesen and Mary McCarthy among autobiographers, through the classic novelists, Jane Austen, the Brontës, Mrs Gaskell, Fanny Burney, Edith Wharton, Virginia Woolf, Doris Lessing, Sylvia Plath.

They begin with the polemicists, Simone de Beauvoir, Kate Millet, Mary Ellman. Through the works of these writers, Ms Spacks examines the conflict between the need to be a woman as a loving, caring, self-sacrificing woman, and the need for a sense of individual power and purpose. The tensions between women's desire to be passive and subject and their manipulation of the kinds of domestic and emotional power that springs from such passivity. She has a chapter on the artist as woman, largely concerned with people like Isadora Duncan and Carrington, who protect and define their identities or fall to, through naming themselves artists. She has a chapter on women as forces for social cohesion, possibly but best making some shrewd observations about Mrs Dalloway, North and South, and Mary McCarthy's *The Company Men*. In this context, she has a chapter on Free Women, looking at the ferocities and self-

studies of those who echew easy female stereotypes—Isak Dinesen, Lillian Hellman, Beatrice Webb, the heroine of the *Golden Notebook*. The book offers one many discriminating insights, and its juxtapositions do illuminate a great variety of responses to a few perennial problems. Ms Spacks is neither shrill nor ecstatic nor self-deprecating, neither one characteristically displays in her authors. But her book does call into question, yet again, for me, the whole usefulness of Women's Studies as a separate enterprise.

She remarks in her chapter on the artist that "the female imagination is a choice, for a woman, of whether to recognize the unfairness of a woman's lot can be a difficult one". That seems an important observation. It is interesting, in this context, that those writers who best overcome and deal with such unfairness receive in this book much more perfunctory treatment than those who simply contemplated and expressed them. This is partly owing to Ms Spacks's rather irritating habit of treating characters in novels (Margaret, Dorothea, Anna Wulf, Catherine Earnshaw) as though they were the same kind of people—Mrs Thrale, Lillian Hellman, Marie Bonaparte—making their own statements of faith or plume of distress.

Her book is not profoundly enough about women's imagination: there is not room in it to discuss the intelligence with which George Eliot imagined Middlemarch, or Doris Lessing explored psychoanalytic and political stereotypes in the modern world. It does recognize the vex of the author of *Scenes of Clerical Life*, not on grounds of anger or narcissism or passivity but because she knew and described things no man could have described. Here is where a study of women's

imagination, as a woman's, is most needed. It is not a woman's imagination, as a woman's, that I have been told that in American universities with separate women's studies departments, these great artists get separated from English literature and taught as Women. Recognizing the unfairness is not worth paying such a price. It causes distortions—Ms Spacks's brief makes it inevitable that she seems secretly to imply that no true writer is concerned with narcissism, the conflict between love and self-sacrifice, or between success and fear of loneliness. This is to ignore the whole Christian tradition, too. As a way into complex works of literature her book is overbearing and dangerously so. As an analysis of female ways of dealing with bodily and social oppressions it is, both vivid and judicious. There is still room for a really complex book on the female imagination.

An anomic situation?

Eileen Barker

Oil Sheikhs. By Linda Blandford. Weidenfeld and Nicolson £5.25. 297 77192 2.

Occasionally an irresistible force meets an immovable object and the question arises: What happens? Of course no object is really immovable. That might not be sound logic or even sound physics but it is probably an historical truth that irresistible forces have a tendency to win out. There still remains, however, an interest in seeing how the erstwhile immobile moves, and when the force of anti-race Western oil thirst met the time-honoured Arab society of the oil sheikdoms something was bound to happen.

Linda Blandford, a journalist, brought up as an orthodox Jew, wanted to witness the impact and managed, by various untold means, to talk her way into the jet-set oil society of Saudi Arabia, Bahrain, Kuwait Qatar and the United Arab Emirates of Abu Dhabi, Dubai and Sharjah.

Oil Sheikhs is written in a deceptively chatty, at times almost gossipy, columnar style, but Miss Blandford has the capacity to paint with a few incisive strokes of her pen a picture of life—or rather pictures of lives—with a vividness that it would be hard to glean from either learned anthropological monographs or from the best of modern

film units. It is not that the book presents an objective, unbiased view; it does not. It is full of subjective, impressionistic comment, sometimes wryly cynical, often wickedly amusing, invariably perceptively empathic. A few facts and figures (usually monetary) pepper the paper but statistics are (perhaps) minimal and the reader certainly will not come away greatly enlightened about the lives of any but the rich and powerful, but then this is a book about the Sheikhs—and their women.

We are given a series of cameo portraits that could well form the basis for six volumes of Mugham short stories. There is the poignancy and tragedy of the desperate attempts of the poor little rich men and women to communicate with each other in a society that for generations has fostered a particular set of values, mores, and relationships but now suddenly finds itself threatened by the "freedom" of the West. A society that had one of the most rigidly governed and strictly enforced divisions of role according to sex has become abruptly exposed to an Anglo-American ideal of complete equality between the sexes.

The result is what the author would laboriously call an anomic situation conducive to Pathogenic Goal Orientation.

It is not that those to whom we are introduced are psychologically strange in any way—all are believable and familiar. What is unfamiliar to most of us is the social context in which they find themselves and what are of particular

interest are the transitions in a culture which create havoc with the psyches of individuals. The lives of the men in Arabia have of course changed but there do exist others, continuities with their culture, at least in their relationships with other men.

For the women, however, change is utterly radical. They are a few instances where a marriage couple manage to achieve a way of life which allows them to develop a close relationship with each other. In many cases, however, husbands and women are completely severed by the conflicting expectations of modern and traditional life. The very real risk of being "married" "outside" but then, by their families—and that means by their society—who through travel and education have glimpsed the undreamed of possibilities. The subtitle of this book is "The Philosophy, Practice, and Politics of English Teaching", and we are told in the acknowledgments that "parts of it have previously appeared in *The Use of English*, *The Times Educational Supplement*, *The Economist*, *Travel and Poetry*". Chapter seven has been previously published as the introduction to *Autobiography in Education*.

Not surprisingly, then, reading this

Woe! etcetera

Myra Barrs on English teaching

Root and Blossom. By Peter Abbs. Heinemann £3.80. 435 18028 2. *The Preachers of Culture.* By Margaret Mathews. Allen and Unwin £4.95. 04 370067 5. 410 370064 3.

Oh woe, woe. People are born and die. We shall be dead pretty soon. Therefore let us act as if we were dead already.

Woe! Woe, etcetera. Pound's parody of Housman (Ezra Pound, *Collected Shorter Poems*, Faber and Faber) might serve as an additional epigraph to those who are scattered through Peter Abbs's latest book. Not that Abbs's woes come from a sense of mortality; they relate to something vaguer: "There is a feeling of helplessness about the feeling of life not being lived... All these signs and realities point to a complex condition of social collapse."

The subtitle of this book is "The Philosophy, Practice, and Politics of English Teaching", and we are told in the acknowledgments that "parts of it have previously appeared in *The Use of English*, *The Times Educational Supplement*, *The Economist*, *Travel and Poetry*". Chapter seven has been previously published as the introduction to *Autobiography in Education*.

Not surprisingly, then, reading this

book is something like examining a familiar piece of patchwork—there is a bit of this old favourite, there is a snippet of that. The ideas are not new, but the book is a merging of Abbs's views on literature, culture and society with his theories of English teaching. The shape of the book is that outlined in the subtitle. In a series of essays Abbs moves from a description of English teaching at the crossroads—opposed in the mass media and the consumer society, but unsure of its role in the curriculum—to a consideration of some examples of good practice in English teaching. In this context, English teaching, criticism of the mass media, modern literature, and the training of teachers. But the values implicit in the ways of feeling set out here "differ and are at war with those of the mass consumer society". So the third part of the book is an attempt to define a "politics of the imagination".

Abbs's politics are those of William Morris and of E. F. Schumacher. Harking back to a smaller more unified society is always a tempting pastime, and the rhetoric in this book is, perhaps, becoming more culturally diverse. It is a pity, too, that the examples of English teaching seem stuck in the 1950s and 1960s. There has been much valu-

able recent work on teaching about the media, for instance. The great strength in Abbs's work is his optimism about the actual and potential abilities of children. But there is pessimism, too, when he comes to write about children and people as consumers, and a tendency to regard them as willing suckers.

Margaret Mathews's book is a rather jaundiced history of the role of English in the curriculum. Her intention is to show how wide the claims made for the subject have been over the past 100 years or so, and how many demands the "preachers of culture"—progressive theorists, like Peter Abbs among others—have made on teachers. The view is everywhere implied that the general run of secondary teachers (one chapter reviews the low academic level of recruits to teaching) are not capable of interpreting the "diffuse and lofty aims" proposed by the theorists. To write a history of English teaching, which on divorces theory from practice (and developments in English teaching from other developments in the secondary school curriculum), is, in any case, to give a distinctly slanted view of the subject. But this account leaves out altogether a number of important books in which theory and practice are considered together. The final impression given by the book, of a subject not merely at the crossroads, but dashing wildly off in several wrong directions at once, is actually alarming.

Anarchist alternative

Colin Ward on William Godwin

Essays Concerning Political Justice. By William Godwin. Edited by Isaac Kramnick. Penguin £2.25. 0 14 040.030 3.

William Godwin was present on November 4, 1789, when Dr Richard Price, scientist and unitarian minister, delivered his sermon in Old Jewry congratulating the French on the Revolution in that country and on the prospect it gives to the two first kingdoms in the world of a common participation in the blessings of civil and religious liberty.

Price got a formidable answer from Edmund Burke in *Reflections on the French Revolution*, and this brought a torrent of replies, from James Mackintosh, Joseph Priestley, Mary Wollstonecraft, and, most famous of all, Tom Paine's *Rights of Man*.

Godwin was on friendly terms with all these defenders of the revolution and had been instrumental in getting Paine's book published, but felt the need to put the argument on a grander philosophical level which "would place the prin-

ciples of politics on an immutable basis" and "overthrow and annihilate all oppositions." When it appeared in February, 1793, it made Godwin instantly famous. By the time the third edition, reprinted here, was published in 1798, the mood had changed. The book and its author were regarded as infamous rather than admirable. Britain was at war with France and was in the grip of political reaction. But *Political Justice* was never completely out of sight. In 1812 Shelley discovered the author, his book and his daughter, and it had a continuing presence through the influence on Robert Owen, Francis Place and the Chartists.

Max Neitlau, the anarchist historian, discovered the book in the 1890s and found in it all the essential components of anarchist theory, while Kropotkin, in the *Encyclopaedia Britannica*, found Godwin to be "the first to formulate the political and economical conceptions of anarchism".

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Pocket philosophy

Graham Hubbard

A Dictionary of Philosophy. By A. R. Lacey. Routledge and Kegan Paul £4.75. 7100 8361 0.

The central aim of this book is to give the layman or intending student a pocket encyclopedia of philosophy, with a bias towards explaining terminology; it does not pretend to compare with the well-known and mammoth *Encyclopaedia of Philosophy*.

A. R. Lacey takes some of the commonest terms in current Anglo-American philosophy and endeavours to convey to the reader some idea of what they mean to the philosopher. Generally he points to the problems associated with these terms and asks questions about them, rather than giving answers which, in a short book, could only be superficial and misleading. In most of the more significant entries he is content, after a few general introductory remarks, to provide an objective account of the differing views rather than to take a dogmatic line of his own.

This approach is demonstrated in, for example, his discussions of important metaphysical topics such as causation and space and time. He is precise and definitive, however, about some of the simpler logical terms such as "modus ponens" and everywhere he is clear and authoritative. He has also appended helpful annotated biblio-

ographies in the longer entries.

Yet the end result is not entirely satisfactory. In the book as a whole, the terminology and logic occupy far more space than ethics, politics, or aesthetics, because Lacey regards the former subjects as the central ones; terms and concepts from them are constantly used in discussing the latter subjects, while the opposite success rarely obtains. But, although Lacey's view is correct, it is precisely the latter subjects which must interest the layman, and they should have been given more attention than they actually receive.

The brief and general entries on about eighty individual philosophers are too brief and too general to be all that informative. Perhaps it would have been better to have devoted more space to some of the really major philosophers and to have excluded, or reduced to a note, some of the lesser ones. It certainly does seem curious that P. F. Strawson should get as much space as Spinoza, and J. L. Austin almost as much as Aristotle. The highlights of the book's main defect: its restricted orientation towards current Anglo-American philosophy. A more historically conscious approach would have been preferable, with longer entries on such targets as empiricism and the ontological argument. More space, too, might have been found for recent European philosophy, which is particularly hard done by.

Paperbacks

Food and medicine

Food Resources: Conventional and Novel. By N. W. Price (Penguin, 80p, 0 14 040.030 3). There have recently been many books on world food resources, most of them either derisively gloomy, suspiciously optimistic, or a mixture of the two.

Research has shown, the authors say convincingly, that it is all right for mothers with children to work, and that against common colds or that vaginal deodorants do anything but harm. It is funny in places too. With straight face the doctors voice concern about the effects of increasing brassiness which, they think, could lead to more demands for cosmetic surgery. They add: "While there is no scientific evidence that wearing a bra preserves the shape of the breasts, medical experts who believe that this is the case can claim support from the late Marilyn Monroe, who always wore a bra in bed."

But it is not the sort of book you could read all the way through unless you have a very high boredom threshold, and the medical risks of life identified are arbitrary, in my opinion. The section on cancer monoxide, for example, concentrates on the danger from car exhausts with no mention of hazards from gas water heaters and there is little reference to nuclear hazards—the warlike or peaceful variety.

Lucy Hodges

you how to live a little longer. If not, you wonder whether life is worth living at all. Carbohydrates, booze, cigarettes and cars without seatbelts are to be avoided like the plague. Research has shown, the authors say convincingly, that it is all right for mothers with children to work, and that against common colds or that vaginal deodorants do anything but harm. It is funny in places too. With straight face the doctors voice concern about the effects of increasing brassiness which, they think, could lead to more demands for cosmetic surgery. They add: "While there is no scientific evidence that wearing a bra preserves the shape of the breasts, medical experts who believe that this is the case can claim support from the late Marilyn Monroe, who always wore a bra in bed."

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Lucy Hodges

The Medical Risks of Life, by Stephen Lock and Tony Smith (Penguin, 95p, 14 02 5595 61). When times are hard, people are thrown back on their own resources, they are more likely to reach for popular guides to solve their problems. This book, however, will not solve the problem that living kills you eventually. What it does try to do is tell

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Death

Western Attitudes Towards Death: From the Middle Ages to the Present. By Philippe Ariès. Marion Boyars £1.95. 0 7145 2551 0.

Starting with the medieval "ramed death" where the dying person was carried off and played a public ritual, Ariès traces the history of death in the West. He points to the fact that, in the Middle Ages, death was a public event, a spectacle, and that the dead were buried in the churchyard. He points to the fact that, in the Middle Ages, death was a public event, a spectacle, and that the dead were buried in the churchyard.

These four lectures are a lucid and stimulating introduction to the subject, but are short on analysis. The modern mass culture where the absence of real consideration of death is accompanied by the dominant role of violent death on our television screens, and left me frustrated. I wanted to know more about contrasting attitudes to death, within particular cultures, and how, for example, the death seen differently by different cultures.

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For aspiring polymaths

The Greatest Thinkers. By Edward de Bono. Weidenfeld and Nicolson £5.95. 297 77198 1.

Who are the 30 greatest thinkers the world has produced? Any educated person's answer would include Marx, Freud and Einstein, and probably Copernicus, Newton and Darwin. But what of the other 24? Selection might not seem easy. Edward de Bono has based his own choice of top thinkers on the magnitude of the effects of their ideas on Western civilization, rather than the brilliance or accuracy of their thinking. Given this approach, his inclusion of Moses, Jesus and even Columbus seems less surprising than it might at first sight. But the list remains a personal one, as he states in his introduction. Confucius has been included on the slender pretext that "this thinking illustrates the road which Western thinking did not take."

The book is divided into 10 sections, each comprising essays on three thinkers by different writers, and a chapter linking the ideas of all three thinkers by de Bono. Some of de Bono's chapters—such as that on Moses, Plato and Confucius—are among the most interesting parts of the book, going beyond exposition to analyse the nature of the ideas involved in considerable depth.

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Readings for Assembly

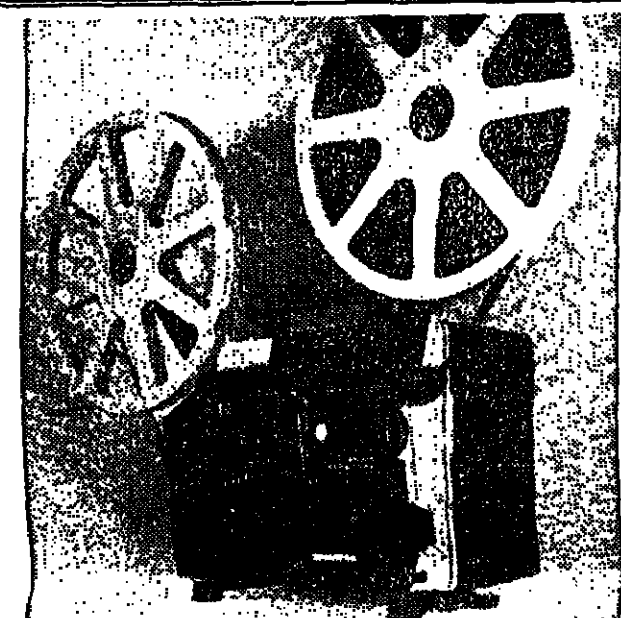
Readings for Assembly. By H. L. Bowley. George Allen and Unwin £1.95. 0 04 899008 5.

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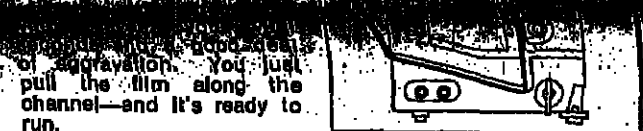


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Continued from previous page

United States for a number of years, is the Kalart Victor Easy-Load. The latest version is the model 90-25. The main point of interest is the simple loading slot which runs vertically from top to bottom of the body then turns up towards the take-up spool.

Two further new slot-loading models were shown at the recent Photokina exhibition in West Germany. Elki (ELI in Britain) were, showing a slot-loader based on their automatic and manual threading projectors, the RT and RO. The model shown at the exhibition was apparently still a prototype as the threading slot was not continuous from beginning to end.

Other new machines shown at Photokina were a new series of slot-loaders from Singer now being sold in the United States. The 2100 series are restyled Insta-load machines. New features include a full-reduced level lamp switch, rack and pinion focusing and automatic

This year has now seen the slot-loading principle established, in addition to automatic loading and manual loading. On a model with a basic specification the slot-loading system gives a teacher a simple method of showing 16mm films in the classroom, and machines of this type are worth close inspection when choosing a 16mm projector.

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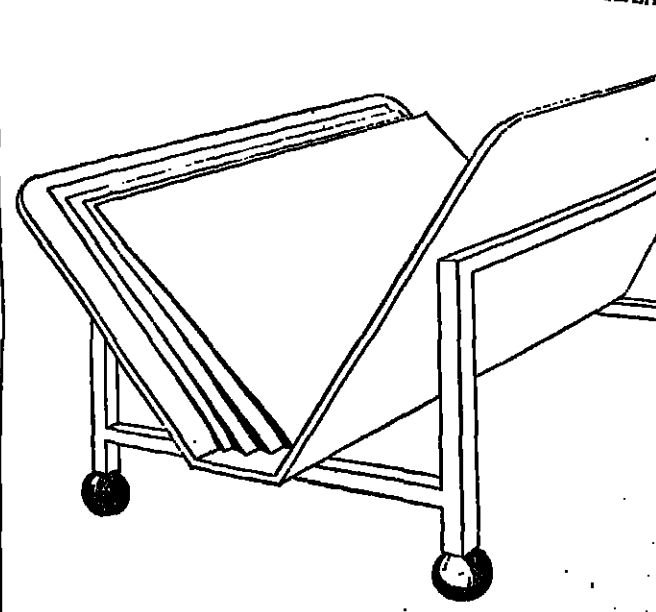
C. Z. Scientific Instruments Limited, 2 Elstree Way, Borehamwood, Hertfordshire WD6 1NH.

Singer Insta-Load 1121, £450 plus vat.

Singer Insta-Load 1171, £495 plus vat. Rank Audio Visual Ltd, PO Box 70, Great Western Road, Brentford, Middlesex TW8 9HR.

Shapes and sizes for easy looking

Sue Buck on overcoming storage problems in ILEA schools



A chart trolley

Drawings by W. C. Brown

The ILEA resources support group was set up about two-and-a-half years ago, with the brief to develop resources for learners rather than teachers.

We spent some time working out exactly how we would carry out this brief and decided that in many schools we should help to set up a resource centre based on an existing library and giving pupils new opportunities for individual study in the school where all the school's resources would be available.

This decision posed immediate problems in the organization and retrieval of resources. Our main considerations were as follows:

● **Access**
If children are to make full use of the resources within their school they must have ease of access. This means that all containers must be easily manoeuvred by young children who may not be as adept as adults at pushing and pulling drawers. Everything must be at child-height. The top drawer of a four-drawer filing cabinet, for example, is beyond the reach of many primary children, despite the accelerated growth of many of our present-day pupils. Many materials may be kept on library shelves, enabling children to retrieve them in a way which they are already familiar with books.

● **Security**
It is difficult to store resources securely without spoiling ease of access. However, in many schools it is essential to have equipment under lock and key, at least overnight. In most schools, comparatively few non-book resources go missing. This may be because audio-visual software usually needs other equipment for its use, whereas books are immediately usable. Even in these technological days, few children have their own loop projector at home.

● **Durability**
In our present economic climate this is very important. Any furniture in constant use must stand up to continual battering without falling to pieces. However, in some cases it is better to use cheap storage of a more ephemeral nature, which can be replaced cheaply.

It is worth remembering that a filing cabinet may tip forward if the top drawer is opened when full of papers, so it is best to bolt this to the floor or to the wall. Some of the cheaper storage may have rough corners or uneven edges which could be harmful to children. Any storage involving the use of polythene bags could be a fire hazard unless the corners of the bag are cut off.

● **Organization**
A school which does not have a catalogue of printed material should not find it difficult to add details of its other resources as it starts to build up a collection of audio-visual material. These can be classified, catalogued and processed in exactly the same way as books, with a few variations depending on

Continued from previous page

opened in a transparent plastic jacket by filing bars, with notes in the back pocket (see illustration). Our policy is to try to keep together all items which are likely to be used together, so we would often put a light box on top of the cabinet for looking at slides, and keep small slide viewers in the other drawer. Keeping some equipment in a filing cabinet may be the answer to schools with a security problem as they can be locked.

Portfolios, such as Jackdaws, may also be stored in this way. They can be suspended from the filing bars available with the slide packs, which stops them sliding around each time the drawer is opened. This is also a good way of storing small illustrations or press cuttings. Simple manilla folders may be used, each with a filing bar fixed to it. As the folders are reasonably cheap, it is usually possible to allocate one folder to each topic which may be labelled with the subject, Dewey number and colour code, and kept in Dewey order.

The storage of filmstrips and cassettes is fairly straightforward, the main problem being the difficulty of keeping the notes or texts with the item to which it refers.

F. C. Brown manufactures a range of Bistley cabinets which are ideal for the storage of such resources (see illustration). They are available with varying numbers of drawers, in various sizes and some will take both cassettes and filmstrips in the same cabinet. We often use the eight-drawer model (five drawers for filmstrips, three for cassettes) as it will fit under a worktop. Plastic insert trays can also be used with 24 spaces for filmstrips and six for cassettes.

One way of storing filmstrip notes as close to the filmstrip as possible could be to put them in a box file or a library storage box standing on top of the cabinet. They may also be vertically filed in a filing cabinet or stored in an office filing cabinet. The Perspex Module 3 (see page 35) is quite popular as it achieves great flexibility at a fairly low cost. It consists of an open-fronted cabinet into which heavy cardboard storage loops, reel-to-reel tapes, which may be stored in a slot for ever, but can be removed and replaced fairly cheaply. One type of storage box is a set of pull-out drawers, which could be used for filmstrips, notes, cuttings or illustrations. Another type is a large carry case with handle which can be useful for the storage of miscellaneous items accumulated in a resource centre such as birds' nests and eggs, stones and minerals or, as we have once seen, a set of false teeth.

Another item often found in schools and therefore readily available is the filing cabinet. In our schools we prefer to use the drawer cabinet as it will fit under a worktop or table if there is shortage of space. This is a tiled piece of furniture, which will provide a reasonably sized worktop for young children to sit at, and may have a lock to prevent them from tampering with the drawers. It may be used for storing slides.

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basic idea is that the charts when placed in the unit may be turned like the pages of a book. Charts are kept from crumpling by being mounted on strawboard and are kept clean by large polythene bags. The unit is deliberately built low.

Apart from very specialised materials, we are now left with overhead projection transparencies, gramophone records, packs and kits and language materials such as Language Master cards and Synchrofax sheets.

The easiest way of dealing with gramophone records and OHP transparencies is to suspend them in a filing bar in a jumbo filing cabinet. However, many schools will probably not have the financial resources to purchase a jumbo cabinet as they seem to rise in price all the time. Both these types of resources may be stored in an ordinary filing cabinet, but sloped backwards as they are really too tall for the ordinary drawer size. It may be better to store them in a library storage box, with a flip top or in a proper record storage cabinet.

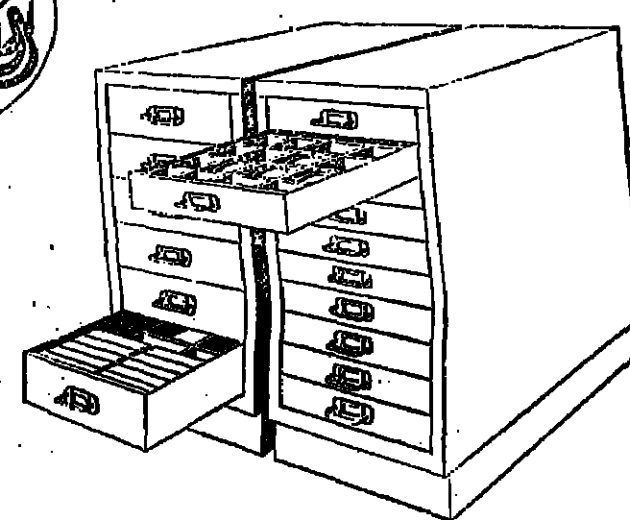
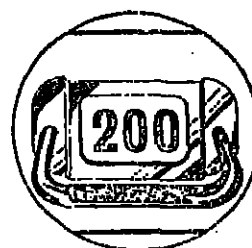
The best Language Master card storage I have seen is home-made and consists of cardboard or luanon pockets fixed to a wall, into which the cards may be slotted. They may also be hung on hooks in long envelopes which over a period of time prevent them from bending. It is essential that Synchrofax sheets are stored with some paper between

each sheet to protect the magnetized recording material. The sheets may then be put in envelopes in a filing cabinet.

The ILEA is now experimenting with a new range of furniture called the 1,000 Range which should help with the storage of some problem items. The range has a basic cupboard with inside runners into which bins, shelves and trays of varying depths and sizes may be fitted. This should help considerably with the storage of packs and kits, particularly home-made multimedia packs, which come in such a variety of shapes and sizes. We are experimenting constantly with new ideas for storage, and have not yet found all the answers. It is always essential to keep items as simple as possible and to use storage which may already be available in a school for other purposes. Unfortunately the varied nature of the media precludes a standard format or shape.

If only manufacturers would produce the shapes and sizes our schools can easily handle. While liaison between the manufacturer and the resources organizer will no doubt develop, resources centres are being established now and the best stocked and best staffed centre in the world will be of no use if the resources cannot be seen, reached and handled, or if storage damages either the materials or the potential user. Storage of resources is often the last factor to be thought of; it should be the first.

Continued on next page



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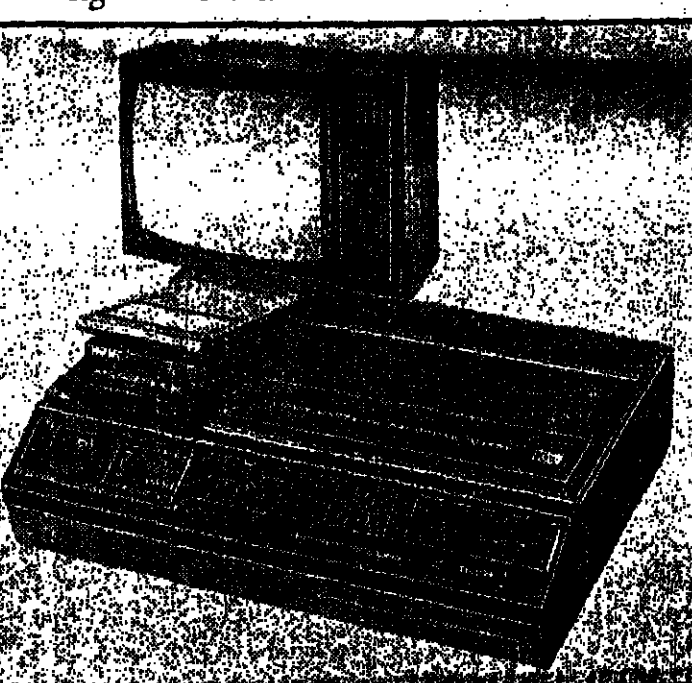
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Platonic relationships in an American context

Michael Binyon, our American correspondent, on the largest computer system for education in the USA.

The most ambitious computer teaching system in America, and probably in the world, is PLATO, whose extraordinary development has profoundly influenced the whole concept of computer teaching, and has put it in the forefront of all innovation.

PLATO (Programmed Logic for Automatic Teaching Operation) is a sophisticated computer-based means of giving individual instruction that has taken 16 years to develop and cost many millions of dollars. Based at the University of Illinois in Urbana, it now has almost 1,000 terminals in universities, colleges, community colleges, schools, military training establishments, and commercial organizations throughout America.

Its users range from children learning reading and maths to graduate students in the medical sciences. They have access to more than 3,500 hours and material in more than 100 subject areas, and use PLATO for learning languages, simulating scientific experiments, drawing graphs, displaying pictures and diagrams, marking their homework, and testing what they have learned. They talk to the computer more than they ever would to a classroom teacher.

The system is now in its fourth stage of development. PLATO IV's special advantage is its display panel. This is small — only 22 cm x 22 cm — but extremely versatile. It consists of two thin transparent sheets of glass on which

memory. The display is bright, has high contrast and is completely free of any flicker or fading. The plasma display panel makes it possible to draw graphs, write and erase parts of the display without disturbing the rest of the screen, design symbols in addition to the normal letters and figures, and use animation and rear-projection of colour-images on to the panel. It can be cheaply mass-produced, and since it has its own memory, there is no need to refresh the display from the central computer once the display has been generated.

The terminal has a keyboard rather like a typewriter, plus keys which can initiate judgment of a student's response, bring up a slide image or spoken message, give the student extra information if he needs help, branch him to another section of the lesson, and so on. Any one of 256 colour images stored in fiche form can be selected within about two-tenths of a second.

Attachments can be fitted, such as a random-access device which allows instant playback of pre-recorded messages. Up to 20 minutes of messages can be stored on interchangeable discs, and these can be used to compare student recordings with pre-recorded material.

A special language called "tutor" has been developed for writing all the PLATO lessons, and to help teachers write good programmes professional consultants can be reached through a PLATO terminal. The consultants can see the programme the teacher has written and type and receive comments on the bottom of his screen. The teacher can also construct a

than has been the case with previous systems.

Because PLATO allows the student to have a direct dialogue with the computer, there is a lot of communication. Students have to respond all the time, giving answers to questions, predicting the outcome of an experiment, or interpreting a set of facts. To give the students flexibility in the way they use a given programme, lessons usually have an index allowing easy access to any section.

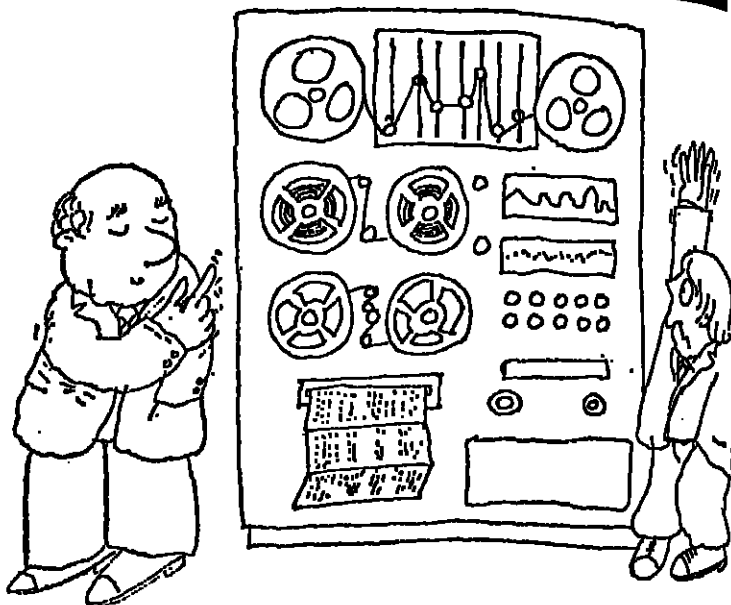
Students, of course, can proceed at their own rate. But it has been found important to ensure that the difficulty of the programmes matches students' ability. PLATO therefore keeps track of the percentage of questions answered correctly at the first try, and this is useful in adjusting the lessons if necessary.

At any point in the lesson, a student can go over again what he has just learned. If he is having difficulty he can press a special key on the keyboard marked "help". The lesson will then slow down, by insisting, for example, that the student get two answers right in a row of a certain type, or perhaps by simply returning a given problem to the list of those that still need to be done.

A complete lesson on PLATO is rather like a chapter in a textbook. All the lessons in a course are indexed, and a student can choose topics or lessons when he signs on for a course. If necessary the instructor can specify the criteria for allowing students to move from one index of lessons to another. For example, he might have to complete three or four before moving ahead, or he might have to get a satisfactory score in any exams that are included in a set of lessons.

The system has been developed principally at the University of Illinois, which naturally makes the greatest use of it. (It has 300 of the 950 terminals.) Terminals are now found on both the East and West coasts of America, and remote on-line demonstrations have been given in Sweden and the Soviet Union. The plan is to set up a series of systems on a regional basis, so that more and more universities and colleges can benefit.

The developmental costs were enormous, and since there are so many variables, it is difficult to make a direct cost comparison with traditional teaching. The major costs are the terminals, the central computer facility, maintenance and



the physics PLATO classroom (which has 30 terminals), where students work individually, but can get help from the instructor. Students spend additional study time at a terminal on an unscheduled basis.

The system can be used for instruction, for correcting homework, and for keeping track of a student's grades. Marks for individual lessons and for homework flow automatically into a grade book, where other information such as exam scores and laboratory reports can also be entered.

Each student can look at his own scores, and see how he is doing individually and compared with others. One great advantage is that instructors can quickly see who is falling behind, and can plan classes on the basis of up to date information.

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salaries for the computer staff, together with telephone connections for remote terminals.

But these heavy installations are offset by the use of more than one million terminal hours a year. Last year the average use was 10 hours for each terminal, terminal at the university of Illinois averaged 40 hours a week, the two semesters last year with only 30 weeks, and summer use by students is light.

The final question is how effective is the teaching? Studies at the university have found that it is, at least, students do as well as better using PLATO than in similar courses without it. They can in more work—and nearly all students complete all assigned instructional lessons, and homework exercises.

In a physics course on classical mechanics 400 students taught by traditional methods and 200 PLATO students took the final theoretical exam. The median score of the PLATO students was slightly higher and the distribution of scores similar.

Students said they liked PLATO and this was a judgment of those who used it often, so it was based simply on novelty. And the instructors also liked using PLATO.

The system has cost so much to develop that it has not been able to appear, nor is there anything so versatile and all-embracing. PLATO is being used in two open houses in Illinois, and the possibilities for growth seem endless.



Schools Prom

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Back to the lantern lecture?

Owen Surridge on careers films and videotapes

Hard times and a rejuvenation of old-fashioned techniques are beginning to affect seriously the use of film as a source of visual information about careers. Teachers are turning increasingly to the more versatile slide/tape pack, often devised by themselves. This method allows them to proceed at their own pace and to vary the content according to the needs of each audience. Back to the lantern lecture, in fact. Which is not to say that the careers film will disappear—not yet anyway—and although the business world is not making any just now there are some fresh titles from government departments: *We get Around* from the Department of Employment, offering a glimpse of the careers officer at work; and *Loggershead*, shortly to be launched by the Careers and Occupational

Education Service, offering a more obvious but firms are not going to spend even the relatively small sums of money without sowing a few seeds both for recruitment and to enhance prestige.

The results therefore may often not be all that careers teachers desire—and films that are seriously interested in schools presentation could do themselves a good turn by basing advice on educationalists before making such pretensions. Some do offer insights into the working world and these can be drawn out with not introductory or follow-up projects; a second-rate film can be turned to advantage with a little imaginative preparation.

The worst films can be avoided by reference to the excellent catalogue of careers films and audio-visual aids produced by the Careers and Occupational Education Service. It is a pity that the catalogue is not more widely available, as it is a most useful reference work. It lists over 100 films and audio-visual aids, many of which are available on loan to schools and colleges. Each film is accompanied by a synopsis and a list of the main points covered. The catalogue is also available in a more compact form, as a booklet, which is also available on loan to schools and colleges.

Complete career films are rare. Most are short, and are often produced by the Careers and Occupational Education Service. They are often produced by the Careers and Occupational Education Service. They are often produced by the Careers and Occupational Education Service.

For a time it looked as though that change might come swiftly. One London company planned to market videotapes for the careers field, backed by a board of careers advisers to ensure that its products hit the proper educational note. An educational scheme did get off the ground in Essex, where the county careers service trained its careers officers in the appropriate production techniques and built up a bank of careers videotapes for use in the schools. However, the money is no longer available to up-date the existing stock of tapes.

Essex schools were fortunate in that they all had the equipment to use the tapes. Elsewhere, however, schools will rely on their own resources. Even with video equipment have drawn it from such a wide range of sources that compatibility is a major difficulty. One that is not likely to disappear until there is a great improvement in the country's economic position.

The Careers and Occupational Education Service, however, is producing the way with six pilot schools in the autumn. The aim is to explore the potential of the medium for use locally. The financial investment in this project is unlikely to be more than a few thousand pounds—authorities interested will already have the staff and the hardware for the job. It will be enough to provide an incentive to schools to produce more local authorities to

the realization that they alone can provide the essential local flavour to a 20-minute programme on local jobs, for example, or a presentation of local industry.

The centre is conscious of a central body can be so effective with broad programmes of general application. Its own project will be in the lesson to be drawn out in style of working and it hopes to publish its findings about the general principles of the pilot schemes close next March.

Authorities employing existing vision techniques have a number of advantages here, of course, and a good careers programme has been produced by them from the local careers teachers. Eventually the teachers may have to produce and maintain their videotapes.

Training will probably be through teachers' centres and services will find the equipment a different position from the comparatively simple cine camera. Amateurs find it particularly difficult to achieve good definition, and editing can be quite a problem. Moreover, the videotape technique used for film is not available to video-camera operators. They must cope with simultaneous recording of picture and sound.

Whether this kind of involvement will produce high grade material is a question. The quality is a question, but that is a pre-requisite of success. Young people are used to television of that standard and anything less polished is unlikely to get the message across. It is a matter of how much the production team sweated and sweated in the making.



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